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ABSTRACT

The World of Work program at Judson Junior High School may be used as a whole or in part by others interested in implementing a similar project, taking into consideration the program was designed to meet the needs of a particular population in a particular geographical context. Instructional resources were suggested by the project director and teachers at the school. The teachers became familiar with career education and its appropriateness in their classes through evening dinner meetings. Community learning stations were identified and organized. These were both a source of community support for the program and a work location for the students. Problems in class scheduling and transportation were worked out. A step-by-step procedure for the WOW program traces the program's development. Evaluation at the conclusion of each of the three years saw changes in the program emphasis. The program has had a positive effect on student attitudes towards work and school. The supplement to the evaluation report contains the objectives, procedures, and evaluations from 1969; sample units from the departments of physical education, home economics, and industrial arts; a social studies career education curriculum, and sample project forms (AG)

ED 089095

A Title III Project

# THE WORLD OF WORK

Thomas Hornig
Project Director

EVALUATION REPORT

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# EVALUATION REPORT

## WORLD OF WORK PROJECT

## JUDSON JUNIOR HIGH SCHOOL

Salem, Oregon

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Project Director

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June, 1972

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# INTRODUCTION

The audience for this evaluation report are those members of the Oregon Board of Education who have provided supervision and counsel regarding this E.S.E.A. Title III project, and those administrators and teachers in Salem and elsewhere who may be interested in implementing a program similar to the Judson Junior High World of Work program in other schools. The purpose of this evaluation report is to describe the World of Work project as it has occurred at Judson Junior High School with sufficient detail and clarity that it might be transmitted in whole or in part to similar educational contexts where there is a desire to reach analogous goals.

A secondary purpose of the study is to describe the educational impact of the World of Work project. Attaining these purposes is both enabled and constrained by the availablity of those data that reflect upon the intents, processes and outcomes of the program at Judson.

## Sources of Data

Sources of data for this study have consisted of: (1) evaluation reports from the previous two years of the project; (2) the project proposal and related documents; (3) reports developed by various members of the project staff; (4) documents related to instructional components of the project and instruments employed by the staff in collection information about the project and its participants; (5) a recorded interview conducted with the project director, Thomas Hornig; (6) recorded interviews conducted with students now enrolled in South Salem High School who had previously participated in the World of Work project; (7) telephone interviews conducted with either students who are not currently enrolled in school or with members of their families; (8) questionnaires administered to members of the Judson Junior High School faculty.

# DESCRIPTION

## Context in Which the WOW Project Was Inaugurated

It was intended that the World of Work project inaugurated at Judson Junior High School would serve as a model for the development of programs in career education for other junior high schools throughout Oregon. Since programs that are successful in one context may not function appropriately in another, it is of some importance to recognize the context in which this pilot project was introduced. In addition to scrutinizing the descriptive summary of the important dimensions of the Judson World of Work project, those considering implementing the program in whole or in part into their own system should examine the similarities and differences between their school and community and that in which this project was introduced.

Judson Junior High School is one of six junior high schools located in Salem, the capital city of Oregon. A great many professional and semi-professional people who are employees of the State reside within the Salem school district. Salem is located within the Willamette Valley, a major agricultrual area in the state of Oregon. Significant agricultural crops include grasses and seed, fruits of many kinds, a variety of berries, and various kinds of vegetables. Harvesting and processing these crops have required large numbers of migrant workers, many of whom ultimately settle in the valley. While not all of these people settle within the Salem school district, their influence is certainly felt. There is some light manufacturing within the Salem area, although it does not appear to contribute significantly to the economy of Salem at this time.

Judson Junior High School is located in the southwest quadrant of the city. This area represents an excellent cross section of the total population and economy of the city of Salem. It includes several fine residential areas, some light manufacturing and food processing, some limited agricultural areas, and several state institutions. The level of new construction has been high for several years. The school attendance area extends beyond the city limits. Approximately 20% of the population are from small farms. This area of the city is more affluent than the other three quadrants and in 1964 was ranked number one in the State in terms of per capita income. It has the lowest percentage of low income students, 1.7%, of any junior high in Salem.

Generally Judson Junior High School may be classified as one of the more innovative schools in the Salem district. It was constructed in 1958, and since that time has experienced excellent administrative leadership. Presently the staff is organized into several teaching teams and cooperative planning teams. Teaching teams function in the seventh and eighth grade language arts-social studies block. The ninth grade is departmentalized. Cooperative planning teams work primarily to integrate the total curriculum of the school and are functioning in ninth grade English and social studies and the entire math, science, and industrial arts programs of the school.

Since its construction the school has experienced some remodeling to accommodate changes in curriculum and staff organization. Specifically several walls have been removed between classrooms to make large group presentations in science and eighth grade language arts and social studies possible. Seventh grade language arts and social studies facilities were built originally with folding doors between three rooms and the ninth grade social studies section can also be combined by opening a folding door. The three industrial arts facilities are interconnected but the arrangement does not encourage traffic flow between them.

A rather large mobile unit containing a classroom and offices for the career education teachers, World of Work project director and his secretary, provide for the classroom phase of the World of Work project. This classroom is strategically located adjacent to the industrial arts areas and a major entrance to the school building.

Judson Junior High School was reported to have had an enrollment of 1,121 students in 1969-70 when World of Work was inaugurated. Current enrollment is 1,184. The school population in the entire district of Salem is approximately 22,500 students. The staff at Judson now is comprised of 1 principal, an assistant principal, 56 certified teachers (this varies and not all are full-time), a community school coordinator, 1 volunteer aide, 7 maintenance personnel, 5 cafeteria workers, 4 counselors, and 11 other persons who work as clerks, typists, secretaries, and library aides.

## Planning for a WOW Program

The origianl concept for a career education program at Judson Junior High School emerged from a two-week social studies unit related to vocational counseling developed by the counselors of the school. Under an initial planning grant from the Title III Regional Education Service Center, awarded in July, 1967, the concept upon which the original unit was based was expanded and revised to provide the rationale and program description for the World of Work project. In January, 1969, the Title III project operational grant was awarded to implement the World of Work project at

Judson Junior High School. During the period from January, until the opening of school, 1969, the industrial arts program underwent major revisions in an attempt to place greater emphasis upon establishing curricula that would contribute materially to occupational exploration by junior high students. Additional materials were purchased, facilities remodeled, the role of the counseling staff in relation to the project was clarified, an advisory board formed, and students selected for the first year of project operation. (See Attachment 1 for information of how WOW was first presented to the Judson students. It was this unit from which the WOW project was conceptualized.)

Mr. Hornig, the WOW project director, pointed out the necessity of helping the public develop a concept of career education that is less limited to the concept of vocational choice than it has been seen in the past. He suggested that the fact that many persons change careers several times in their lifetimes, and the fact that almost every career involves a willingness and an aptitude to receive further training, are realities that must be coped with in a modern career education program.

## Identifying Resources

It was essential, in planning a project such as the World of Work, to identify existing instructional resources such as materials, work stations and places for field trips. The director of WOW indicated that there were two primary sources for such materials. One was through his own efforts and those of his secretary as they went over sources of materials which had been made availabe to him or which were located by examining brochures and catalogues and by searches in ERIC and other projects.

The second source of material came from teachers. Hornig indicated that a basic assumption of the project was that teachers, as professional people, knew more about career information related to the areas in which they were teaching than an individual from the outside would be likely to know. They were seen as being willing to do more in the area of career education of the area in which they were teaching if they had the time and materials to implement such an effort. Getting them involved in identifying materials was also a means of obtaining their support for the program.

Teachers were invited to identify materials they would like to have or which they thought would be useful in the classroom. These were obtained from existing libraries or from publishers and developers of materials and were examined for possible addition to the resources available to the World of Work project. While not all resources could be identified during the planning stage, some knowledge of those available was necessary in order to provide alternatives within the program. Some special material relating to career education was purchased, e.g., SRA Occupational Exploration Tests, reference materials and films. Criteria for selecting materials and equipment consisted of: 1) currency and availability; 2) quality of workmanship; 3) appropriateness to student needs, interests and ability levels; and 4) acceptability by students.

## Faculty Selection and Training

The nature of the Judson Junior High School World of Work project indicates that, since all teachers were expected to implement some kind of career related activities to their regular instruction, no selection of teachers was possible. Some degree of training was seen as necessary.

At Judson, evening dinner meetings were held. At these meetings a specialist from either the district staff or the Oregon Board, or some other person considered an expert in his field was invited to come, and, after dinner, spend some time discussing the possibilities of improving the career education opportunities through particular courses.

Hornig pointed out that any successful classroom teacher who has an interest in the relevance of his subject matter for the world in which boys and girls will live can perceive the career implications of his subject and deal adequately with the career education focus in the classroom. Implementation of such a program requires a different committment on the part of teachers since the community becomes a part of the classroom. Teachers who have not gone out into the community to investigate possible opportunities for student learning, who have not attempted to meet the public (as represented by businessmen and business personnel, manufacturers and other employees), frequently have difficulty in participating in such a program and may be resentful of being pushed into circumstances where they are uncomfortable.

Hornig thinks that there is not a great deal of information developed on the most desirable kind of in-service training. Many teachers are involved in training programs during the summer at various colleges and universities, and colleges and universities did not appear to offer training in the related area. The faculty at Judson were provided in-service training in the development of instructional packages. Some of them did visit programs at other schools. Time was provided to departmental teachers to work on curriculum and to develop instructional materials.

The persons elected to instruct in the Social Studies-Career Education class are also responsible for making contact with the community learning stations and arranging many field trips with the students. These people must obviously have a background and knowledge of the World of Work project, the materials related to career education, and be able to deal with adults in the community as well as students in the classroom.

In the beginning, the project staff consisted of a project director, one secretary, two career education teachers and two van drivers. An industrial arts teacher was added to the staff the second year. A half-time clerical aide for Homemaking was added to the project the third year. The industrial arts teacher was removed from the project and became a member of the regular Judson faculty.

## Organizing Community Learning Stations

Community learning stations were initially identified through contacts made with the employer by students in an eighth grade social studies class. (A survey of the Judson area was conducted to determine what kinds of businesses and employee work stations actually existed in the area, the number of persons who worked in these places, and the person who was in charge of the business.) One of the eighth grade language arts team teacher interns worked with the students to develop a form to guide them in their interviews with personnel at possible community work station sites. The students were put through a training period to learn how to approach the area employers and how to obtain the information they needed.

Once the survey had been completed, the project director communicated with these employers, explained the program to them as it was envisioned at that time, and invited them to participate. An agreement was developed in writing as to what the different responsibilities would be for the employer, the students, the school and the parents. First contact was made during the planning stages of the project to see if this community learning station was a possible location for placing students. As soon as 15 or 20 possible stations had been identified, further interviews were terminated until the faculty had been employed that were to work with the career education class. These teachers would be the ones who would be working with the employers throughout the school year.

Constant communication was maintained with the community learning stations. Employers had direct access to the project via telephone, where they could talk with either the project director or the project teacher, or at least with the project secretary if neither of the other two were available. The employer was also informed that he could communicate with the principal of the school or with any of the counselors at any time. The employers were discouraged from contacting parents of students since the school was considered to be the intermediary. Students were discouraged from making contact with employers in matters in which it was perceived that the school should be responsible. That is, the school was strictly the link between students, parents and employers. The one exception when students or their parents were expected to contact an employer was on those days when the student was absent from school. There was an agreement that students or their parents would call the employer and inform him that the student would not be in school that day nor able to attend his community learning station.

Students were at the community learning stations for about one and one-half hours a day. Depending upon the career to be studied, the number of weeks spent at one learning station varied from a minimum of 3 weeks to a maximum of 6 weeks. This assured a student of a minimum of 3 different work experiences during the 18 weeks of community exploratory work experience.

During the first several weeks or months employers new to the program were visited at least weekly or even several times a week by the career education teacher until it was determined that the employer felt comfortable working with the student and the teacher was satisfied that the work the student was doing was worthy of the student's time. There was a report made by the employer or his representative (the person who worked most closely with the student), at least twice during the time the student was there. This usually came at the end of the first or second week and then again at the end of the time the student was to be at that particular station. The student was rated by his employer as a potential entry level employee. Employers were encouraged to review these reports with the students so that the student understood the reasons for the rating. The students usually brought these reports back to the school. However, in some instances the employer preferred to mail these to the school rather than send them with the student.

The following criteria were listed for selecting community learning stations (student work stations):

1. They must be located in the south end of town, near the project school.

2. The employer must be willing to participate.

3. The employer must be interested in the education of boys and girls.

4. The employer must be interested in having youth think in terms of careers.

5. The employer must be willing to treat the student as a member of his regular staff.

6. The work station must be engaged in worthwhile, socially acceptable work.

7. There must be a responsible adult available to work with the student.

8. Organized labor must approve of students being at the work station, if the business is organized.

9. Work hours must match up with the hours that students are available from school.

It was necessary at Judson to have a minimum of half as many work stations as they had students enrolled in the program since one student was released to go to a station in the morning and another in the afternoon. Obviously it was desirable to have as wide a variety of stations as possible. As a matter of policy, Judson did not place more than one student in a station at a time.

Procedurally the support of possible employers was obtained through contacts in the community agencies previously described, and by inviting employers who had been identified by the student poll to small dinner meetings, inviting them to the school, and inviting them to an open house. Phone calls were made to schedule interviews with individual employers. At that time the program was again described to them, they were asked to consider volunteering their business as a community learning station, and a date was established for a return call. At the second visit the prepared statement of responsibility was discussed with the employer.

If he agreed to participate, an agreement was signed. If this was an organized labor shop, an appointment was made with the shop steward to explain the program to him, and determine if his cooperation could be obtained.

Examples of work experience stations are: The Martin Brothers Sign Company, The Cherry City Bowling Alley, The Swanson Auto Company, Ringland's Kennels, Hrubetz and Company, Steelco, KBZY, Vista Donut Shop, Texaco Station and the U.S. Weather Bureau. Students were also assigned to restaurants, fire stations, a sanitarium, hardware stores, day nurseries, and elementary schools.

## Specific Problems in Management Planning

One step in management planning involved the identification of particular kinds of problems. Hornig reported that, for the program at Judson, very few special classroom facilities were necessary. It was necessary to maintain in the classroom, reference materials that could be used in class activities and that the room should be large enough so that opportunities for small group interaction could be provided.

One problem area was the scheduling of classes. Coordinating the work of the people in the community and the people in the school required adjustments in school scheduling that were particularly difficult. Eighty students were enrolled in WOW each year. During the first semester, 40 were enrolled in regular classes and were assigned to community learning stations. These students were then enrolled in regular classes and in the Career Education class the second semester. For the other 40 students, the sequence was reversed. Scheduling conflicts in lunch hour times, opening times and closing times have been difficult to resolve. In addition, two-thirds of the students questioned thought the Career Education class should precede their work experience.

Particular care must be given to problems of transportation. In most communities the distances are excessive to expect students to walk between school and their work stations. Judson has solved this by contracting two 10-12 passenger vans. This enabled them to move in any direction from the school rather than to have to run one long route surrounding the school.

Specific examples of problems employers had with students were: protecting the privacy of files, customers' objections to grooming, absenteeism without notifying the employer, disruption of the daily schedule and the time consuming aspects of supervision.

Anyone considering introducing such a project should obtain information from the labor department as to how statutes in their state could effect the proposed program, particularly that part where students will be placed in stores and businesses for part of their learning experience.

## Planning for a WOW Program

It sometimes appears to the educational innovator, or the person introducing an innovation, that almost every activity needs to be done before or concurrent with every other activity. It appears that all plans need to be formulated at once, that almost everything has to be planned before anything can be planned.

Judson Junior High School received an E.S.E.A. Title III Planning Grant to develop a proposal for an operational grant. It appears that

WOW planning proceeded something as follows:

Needs. The first step in planning was to develop a statement of need. These were described in the proposal as:

a. The need of junior high school students for guidance and broad occupational exploratory experiences;

b. The need of junior high school teachers for occupational information relative to the instructional program in which they are involved and encouragement and support in making the WOW one of the instructional foci; and

c. The need throughout Oregon for a model World of Work educational program designed for the junior high age student.

Objectives. From these needs, three different statements of objectives were developed but the chronological order of development is not clear. Combined they indicate the objectives were:

a. Children will learn about careers.

b. Junior high age children will learn about their strengths and weaknesses so as to make wise decisions about a choice of career.

c. Teachers will be provided opportunities to acquire occupational information.

d. Junior high students will explore new areas of interest in regular classroom instruction.

e. School districts will have the opportunity to send representatives to the project school to observe the model program in operation.

f. Junior high school age children will have planned, exploratory experiences relating to the world of work.

g. The resources of the school and community will be welded together in order to provide the broad range of occupational experiences needed by girls and boys.

h. Girls and boys who have special needs will have experience which would be relevant to them.

i. Diffusion of project activities throughout the Salem secondary schools will be attempted.

j. Teachers will be provided opportunities to acquire information and experience in using modern audio visual teaching systems.

Programs. The third step in planning involved developing tentative descriptions of the types of programs that would enable those objectives to be accomplished. The relationships between programs for students and outcomes affecting them appeared to be rather cyclic. That is, all students were to have their interests in careers stimulated through activities to be conducted in all the classrooms of the school and through special activities developed as part of this particular program. This stimulated interest in careers was also to serve as a motivating source to improve students' interests and committments to continuing their education and to improving other personal and career related attributes. Thus the emphasis upon career education was to be used as a vehicle to interest students in the other dimensions of their education and other classes were to be used to stimulate interest in careers. A more extensive description of the "instructional program" that ultimately developed is presented in another section of this report so designated.

Management. Obviously it was necessary to develop some management structure for the project. The exact point of development at which a director should be appointed is not clear. Thomas Hornig, director of the Judson project has taken the position that the cooperation of the administration of Judson Junior High School was essential to introducing the WOW program. Hornig was involved in planning from the beginning and created much of the proposal that was submitted. He was assisted in planning by various administrators at Judson, representatives of several teacher training institutions, the Director of Elementary and Secondary Education from the Oregon Board of Education (in other states this would probably be known as the State Department of Education), the chairman of the Departments of Homemaking and Industrial Arts at Oregon State University, other consultants from the Oregon Board of Education, directors of other Title III programs near Salem and citizens from the geographic area around Judson. Once the project had been funded a representative from the Salem Lay Citizens Career Advisory Committee was also appointed to this Advisory Council.

When the program became operational, the Advisory Committee was dissolved and there were no further meetings. Reports from the Project Director were made to the Salem Lay Citizens Career Advisory Committee. It was this committee that ultimately recommended that a WOW program be established in each of the other five junior high schools in Salem. The state agencies involved in planning were: State Department of Education, Oregon State Employment Service, Department of Labor and the Department of Commerce.

The remainder of whatever activities can be considered as planning are subsumed in this report under "Management." It seems obvious that early in the planning some summary document must have been prepared that stipulated project objectives and estimated the approximate amount of resources that would be needed to implement the project. It was recognized that funds would be required for:

1. program director
2. administrative assistant intern (eliminated from the budget)
3. secretarial assistance
4. teacher in industrial arts (not hired initially)
5. teacher in home economics (a half-time clerical aide was hired)
6. career education teacher

7. summer workshops for teachers
8. planning conferences
9. advisory committee meetings
10. consultants
11. visitations to other programs
12. released time
13. student transportation
14. insurance and, perhaps, protective clothing.

Management

Since its inception, the Judson WOW has been managed and directed by a single person, Thomas Hornig. Much of the following information is paraphrased and interpreted from information he has supplied through interviews.

Parents. Hornig is adament about the necessity for obtaining the cooperation and interest of many people. The natural interest of parents, has apparently been rather carefully nurtured.

> "...There appears to be very few parents who do not express a concern for their children's welfare, for their future, and for their selection of a career. They are concerned that their child select a career which is of interest to him and for which they think the child can become qualified..."

Employers. Employers are also cited by Hornig as,

> "...extremely interested in having well-informed employees and welcome the opportunity to help students get started in searching for a career in which they are interested, in which they can be trained and for which there is a need..."

Community Agencies. Hornig also cultivated those community agencies whose members were seen as important in gaining public support and in implementing the program. The following is meant to be representative of the type of groups whose members were solicited for various types of support: Associated General Contractors, Pacific Northwest Personnel Managers Association, Community Resources for Young Women, Greenthumb, Inc., Mental Health Association, Oregon Association of Realtors, Oregon Farm Bureau Federation, Oregon State Pharmaceutical Association, Oregon-Washington Farmers Union, Salem Executives Association, Salem Roofing Contractors Association, Willamette Association of Electrical Contractors, Inc., Willamette Association of Plumbing and Heating Contractors, Inc., Associated Oregon Industries, Marion Polk County Central Labor Council, Cannery Workers Union, Iron Workers Union, Lions Club and Kiwanis.

## Instructional Program

The records would indicate that the Judson Junior High School World of Work project has had four major instructional components:

General Curriculum. One instructional component involved those activities that were to occur in the regular classes involving every student enrolled at Judson, and which focused on the world of work as it related to the discipline being taught. Teachers were encouraged to identify career oriented materials related to the subjects they were teaching, to cite examples of ways in which that which was being taught was relevant to the world of work, and to maintain career oriented materials in their classrooms. Orienting all classes to have connotations related to careers, as that concept is perceived in the broadest sense, was seen by the planners to be a positive motivating factor in encouraging students to take advantage of the educational opportunities being provided them.

Vocational Curriculum. A second component of the instructional program at Judson involved the expansion of existing career or vocationally oriented programs and the addition of some new ones. In the industrial arts area, units have been developed in electricity/electronics, graphic arts, industrial plastics, power mechanics and building construction. In the area of homemaking, units have been developed in horticulture, child care, decoupage and some other mini courses. In the area of health education, units have been developed in careers in public health and in health occupations. In physical education, units have been developed in careers in recreation. A list of units offered in the Department of Home Economics, Physical Education and Industrial Arts can be found in Attachment 2.

Career Education Course. A third major element of instruction was the development of a special Career Education course in Social Studies. It includes the following units:

a. group processes
b. self understanding
c. the role of the school in occupational planning
d. the role of the individual in the economic system
e. dictionary of occupational titles
f. in-depth studies
g. a life career game
h. how to look for, interview, and keep a job

This special class has been available to approximately eighty students each year, and may represent the most extensive area of development related to the WOW program at Judson. Certainly such a course is perceived as a crucial element in career education. A copy of that curriculum, including lists of materials, measurement instruments, ojbectives and outline, various forms employed, etc. can be found in Attachment 3.

Community Learning Stations. The fourth instructional emphasis in career education at Judson has been upon the establishment of community learning stations. These are located at various businesses, government agencies and professional centers within the southwest quadrant of the city of Salem. The length of time a student spends in any one learning station typically varies from three to six weeks. Each student will normally spend one and one half hours per day, Monday through Thursday, for 18 weeks at the community learning stations in his program. Transportation to these stations is provided by private contracts to parents operating 10-12 passenger vans. The project teacher serves as a coordinating supervisor of the student's learning experience while he is assigned to a community learning station. The supervising teacher makes regular visits to the learning stations to observe students and talk with the employers. Employers provide periodic evaluation of the students, work with the supervising teacher in outlining a program of student activity and provide the project with information which will be of value in facilitating necessary and appropriate revisions in the project structure.

Throughout all of the above programs, Judson teachers are encouraged to utilize resource speakers from both the school and the community who can provide career information for students in their classes. In addition teachers are encouraged to plan field trips to businesses and industries. Field trip planning must be done very carefully. Not only must the teacher be aware of objectives to be gained during the trip, but must identify the activities to be viewed that are most apt to contribute to obtaining those objectives. The number of businesses that can accommodate large numbers on field trips are extremely limited.

Therefore, many field trips must involve no more than 5 to 10 participants at a time. The development of a card file in which are listed the possible sites for field trips, the kinds of activities which can be viewed there, the times of day and year in which visits can be made, the number of persons that can be accommodated and the person to contact for making arrangements would be a valuable resource in any school planning to establish a career education program.

# EVALUATION

The WOW project has now been in operation for three years. Each year an attempt has been made to modify the evaluation to coincide with the informational needs of the decision makers. The first year evaluation report was concerned with the effectiveness of project components and the activities of participants in the project. There was sufficient evidence to indicate many objectives were met.

Accomplishments.

1. Selected materials to support the formal classroom component of the program were purchased.
2. An exploratory career education course was established and conducted effectively.
3. Numerous changes in existing courses in the project school were effected to accommodate project activities.
4. Broad-based assimilation activities were conducted by the project staff.
5. Project students were pleased to have this career exploratory experience.
6. There were no significant differences between students in the career education course and other school students at Judson Junior High School.
7. Project employers expressed their support of the project both verbally and by accepting students at their businesses.
8. Outside educators were favorably impressed with the WOW project.

It was also recommended that the following activities be pursued in the second year of operation.

Recommendations.

1. Develop more useful criteria for selecting students for participation in the project.
2. Seek more active involvement of the consulting staff.

3. Provide relevant in-service training for project school staff and project staff.

4. Implement a systematic procedure for developing and evaluating instructional units and the entire curriculum.

5. Develop specific criteria for selecting project employers and assigning students to those employers.

6. Restate project objectives with sufficient precision to facilitate direct assessment.

During the second year of operation many of the evaluation activities focused on dissemination since one of the primary objectives of the project was to disseminate information about the project to other interested persons. Outcomes and instructional aspects of the project were also addressed in the second year evaluation. The aggregation of data related to dissemination of information about the project implied extreme success.

Accomplishments.

1. A majority of educators questioned about the project reported favorable impressions of this structure in the program offered to students from Judson Junior High School.

2. The President's National Advisory Counsel on Supplementary Centers and Services selected the project to receive an innovative project award which has cited the ability of the World of Work project to "...bring about new relationships between school and society..."

3. The project was published throughout Oregon by means of an extensive article in the Oregon Board of Education Newsletter.

4. A major portion of one issue of the Salem District Newsletter was devoted to a description of the Judson World of Work project.

5. At the state and national level the project provided an excellent vehicle for dissemination of the concept, which has considerable popular appeal.

The major recommendations in this evaluation was that systematic procedures should be established for developing various project dimensions and components.

Recommendations.

1. Some criteria should be established for either identifying the types of students to be enrolled in the program or for modifying the program so it is responsive to meeting the needs of students with varying characteristics.
2. Intended project outcomes or objectives need to be clarified.
3. Non-community dissemination activities should be minimized until sufficient data have been collected to provide answers to questions which have been or might be posed by visiting educators.

The evaluation activities of the third year concentrated on the impact of the WOW in the Salem area, on students who were enrolled in the career education course and on teachers at Judson Junior High School.

Impact of WOW within the Salem School District.

As noted earlier in this report, the Salem Lay Citizens Career Advisory Committee has recommended that a course similar to the Judson Junior High School career education course be initiated at the other five junior high schools within the Salem School District. Through the cooperative efforts of the Salem School District, the World of Work project, and the Oregon Board of Education, WOW activities have been implemented at the five other junior high schools.

Career exploration at the high school level. Power mechanics and electricity/electronics have been added to their industrial arts programs. An exploratory work experience program was established at each of the junior high schools the second semester of this year. Three Salem teachers were enrolled in an in-service class this spring to assist them in the development of this program.

All junior high schools will be including industrial plastics in their industrial arts programs next year. One of the junior high schools is beginning to develop a graphic arts program, patterned after the Judson WOW program. As of this date, funds for these purposes have been included in the school budget, which will be presented to the voters on June 22, 1972.

In addition to the inclusion of career education at other junior high schools, dissemination of information about career education has effected programs in South Salem High School and in elementary schools throughout the district. During the 1971-72 school year, South Salem High School offered a career education course very similar to the class offered at Judson Junior High School. The project teachers at Judson provided materials and assisted the instructor at South Salem in the development of this course.

Career awareness at the elementary school level. A career awareness committee sponsored by the Salem School District to assist elementary classroom teachers integrate career information into their curriculum, was created this year. The committee consisted of professional educators, including: the elementary school supervisor, the district curriculum director, the career education consultant, the WOW director, three elementary school principals and a resource teacher for intermediate grades. This committee assisted in the planning of a two-day in-service training workshop for 22 elementary classroom teachers whose task was writing objectives and suggested activities for career awareness for each of six grade levels. Approximately one-third of the district's 36 elementary schools had teachers who volunteered to attend this workshop which was supported by district funds and WOW funds. In addition to the above mentioned activities, the WOW project director has helped to develop activities related to career education and provided funds for tools, equipment and supplies to six elementary schools in the Salem School District.

## Impact on Students

One hundred fifty-three students were enrolled in the Judson Junior High School career education classes during the 1969-70 and 1970-71 school years. In April 1972, 108 of these students were enrolled in South Salem High School. An attempt was made to contact the other 45 students or members of their family by phone. Twelve of these students were enrolled in regular schools in other cities or parochial schools, four were enrolled in night schools or schools through the YMCA and two were in schools for delinquents. Two were out of school and married and seven were out of school and unemployed. Two of those who were out of school and unemployed plan on returning to school next year. None of those who withdrew from school had full-time employment. Eighteen students could not be contacted and most of the eighteen had apparently moved to other cities.

On the basis of this follow-up study, the actual dropout rate of those who had been enrolled in career education classes - that is those who leave school and do not return to either regular school or night school - is estimated between six and ten percent. However, there is no way to compare this rate to dropout rates at South Salem High School. Students who leave school are listed as "withdrawn" or sometimes "withdrawn-non-attendance." Since many of these students may have transferred to other schools or enrolled in night school, the withdrawal rate cannot be considered synonomous to dropout rate. Telephone interviews with the seven former WOW students who dropped out of school or members of their families indicated that many of the students find short-term part-time jobs, but none had been successful in finding full-time stable employment. It may, however, be erroneous to assume these former students were seeking full-time stable employment.

*Attitudes toward work*. Of the 108 former career education students currently enrolled in South Salem High School, 32 were randomly selected and interviewed regarding the effects the WOW program had on them. Half of these students stated that their feelings about work changed as a result of being in the WOW program. The most dramatic turnabout occurred in several of the girls who stated they had never considered an occupation, never planned to work and had intended to eventually marry and raise a family. During their work experience phase of career education, they decided they definitely want jobs in addition to their other goals. Most students stated the major change that occurred was related to insights about what to expect in a work environment and what was expected of them. A few said the WOW experience gave them some ideas about the kinds of career they would like to pursue after leaving school. One student said his feelings changed about work but only to the extent of "hating it less." None of the 32 students had more negative feelings about work as a result of their experiences in the career education class, and almost all the students who said the WOW class had no effect on their feeling about work, explained that their feelings toward work were positive prior to the course. Half of these 32 students either have or have had a job since they were in WOW. Many of the other had applied for part-time jobs but had difficulty getting one because they were only 15 years old.

Attitudes toward school. One-third of the students interviewed said their feelings about school changed as a result of being in the career education course. Some said that they felt school was necessary, took it more seriously or saw purpose in classes as a result of their experiences in WOW. Others said school was more tolerable when they were able to break up the day by going out to work in the community. Of the two-thirds who said WOW had no effect on their feelings toward school, most responded that they had always liked school. A few said that although the WOW course had been interesting, there was no carry-over effect to other classes, they continued to dislike school and wanted to get out as soon as possible. At least a third of the 32 students interviewed were very dissatisfied with the traditional school program. Some will stay in school in spite of these feelings, but some intend to leave and go to night school or try to get their GED in some other way. They appeared to be less rejecting of education in general, than of the kind of traditional education available to them in high school.

Attitudes toward self. Approximately one-third of the 32 students said their feelings about themselves had changed as a result of the career education class. In almost all cases the students responses indicated greater confidence in their abilities and greater realism about the demands of a work environment. Two students noted that they gained more empathy toward others. Many of the other students found it difficult to respond to a question about their own feelings toward themselves. One-third stated they didn't think WOW had any effect on their feelings about themselves, and one-third were unable to respond appropriately to the question.

These students were also asked what they liked and disliked about the WOW program. There were few criticisms, and the most frequent response was that more variety and a longer time period was needed in work stations. Other criticisms were that the class work was boring, too formal or too difficult. The aspects of the WOW class that students particularly liked were the work experience, getting out and meeting people, and field trips. One student said the class helped her make decisions, several said they liked the teachers, but all other responses were related to activities that occurred outside the classroom. At least from the students' point of view, the most important components of the career education course are those that occur outside the traditional classroom.

## Impact on Judson Junior High School Teachers

In April 1972, Judson Junior High School teachers were given a questionnaire designed to elicit information about the training they had received that might assist them integrate career education into their regular instruction, the career education materials available to them, the resource persons they had used, the degree to which they had integrated career education into regular classes, and their feelings about it. Thirty-eight teachers, approximately 75% of the staff, returned the questionnaire.

Training related to career education. Between 1965 and 1972, 15 teachers had participated in some type of training related to career education. Twenty-three had not participated in any such activities. Seven had participated in in-service training programs, six in workshops, five in teacher's meetings, five in college courses and two in conferences, all of which were intended to, in some way, provide information about career education or assist the teacher integrate career education into regular courses. Three teachers had attended three or more kinds of training programs, and the other 12 participated in one or two kinds of training programs. The college courses they listed were:

1. Self Understanding through Occupational Exploration
2. Counseling (including a unit on the D.O.T.)
3. Secondary Art Education (partly directed toward application of art to careers)
4. Occupational and Educational Information
5. Various shop courses.

Availability of career education materials. In response to the qeustion "What career education materials have been available to you for use in your regular classes?" and "Please list or describe some of these materials and where you got them", 24 teachers listed materials, a source or both. Fourteen respondents did not list any career education materials or stated they hadn't sought any. The most frequently listed kinds of materials were: pamphlets, films, posters, and materials from the Judson career education resource list. Infrequently listed materials were: community college catalogues, health materials, newspapers, and district developed materials. The most frequently listed source of materials were: the Judson career education program, the school library, and materials from business and industry. Unusual but apparently innovative sources listed were the Smithsonian Institute, the American Anthropological Association. Infrequently listed sources included the local employment office and other school districts.

Use of resource persons. Only 11 of the 38 teachers stated they used resource persons to help integrate career education into their regular classes during the past year. Four teachers reported they used one resource person, and 7 teachers reported they used two or more. Occupations of the resource persons were: lawyer, police officer, beauty stylist, fabric consultant, actress, sales representative, department store owner, juvenile counselor, nurse, sanitarian, manager of an employment agency, equipment demonstrator, teacher, Camp Fire Girls Director, and pollution control expert.

Integration of career information. When teachers were asked "Approximately how many times did you deliberately plan and integrate career information into your regular classes?", eleven responded they did no deliberate planning, but several noted that it occurred incidentally. Of the 27 respondents who deliberately planned and integrated career information into their classes, two industiral arts instructors commented that their entire class time daily is spent on career education and six teachers said approximately one-third of their class time is spent on career education, (which includes a four week unit on careers). Of the remaining respondents, five indicated 10-20 hours of class time per year, four indicated 5-10 hours of class time per year and ten indicated 1-5 hours of class time per year is used in deliberately integrating career education into regular classes.

The teachers were asked what methods they used to present career information. More teachers used lecture than any other method. The methods and number of teachers reporting using that method were: lecture - 25, group discussion - 23, films - 21, student presentations - 14, outside speakers - 11, and field trips - 9. Approximately half of the teachers reported using three or more methods, and five of the teachers did not indicate they used any method for presenting career education information.

Teachers at Judson were also asked if they felt integrating career education into their regular classes is a worthwhile procedure. Twenty-six responded "yes", nine responded "no" and three did not respond to the question.

The major concerns expressed by the teachers who were opposed to integration of career education into their regular classes were:

1. Career education at the junior high school level may limit rather than expand student choices.
2. Is there really a need for it and is it developmentally appropriate at this age level?
3. Other aspects of education should have a higher priority than career education.

Both positive and negative comments were made by those teachers who approved of integrating career education into regular classes and these were:

1. It helps motivate students.
2. Students need to be aware of many occupational fields.
3. More guidelines are needed in presenting career information at the junior high level.
4. There are dangers in over emphasizing career education.
5. Career education must remain broadly defined to include careers as citizens and students as well as occupationally oriented careers.
6. Career education helps make the relationship between every day life and studies become more meaningful.

It appears that the majority of teachers at Judson Junior High School have accepted the idea of integrating career information into their regular classes. However, many are concerned about too narrow a vocational orientation, and about educational priorities at the junior high school level. Both guidelines and additional in-service training might be desirable. The most urgent need, however, may be to transmit in a more understandable manner the goals of career education. It is difficult for a teacher to decide on a procedure for implementing career education, when the goals are unclear.

## SUMMARY

This study has two major purposes: 1) to provide sufficient descriptive data that the Judson Junior High World of Work project might be transmitted, in whole or in part, to those junior high schools desiring to implement similar goals in career education; and 2) to provide some information about the impact of the WOW project conducted at Judson so that educators thinking about inaugurating a similar kind of program can have some basis for deciding whether the effort is worth the candle.

It is obvious that the program has had many successes. Its greatest impacts may be less that it provides a career orientation to all students in general, and to several students in particular, than that it just provides some alternatives to the regular program of education. The effort to involve the total community as a source of education for students, to integrate school with other agencies in the community, is commendable. It makes sense rationally even though its impacts may not have been adequately demonstrated through information collected during evaluation.

The intent to disseminate information about the project at Judson has been almost exemplary. Similar activities are being inaugurated in other schools in Salem. Educators throughout the State have visited Judson and indicated various levels of satisfaction with the pilot program. The attachments to this report testify to the thoroughness with which the staff, particularly those working on the Community Learning Stations, the field trips and the Career Education components of the instruction, have documented those activities so that they can be disseminated elsewhere.

The single most negative aspect of the program is its lack of clear goals in terms of outcomes for students. One of the necessary conditions for evolutionary change in education is that goals and objectives are sufficiently clear that the means to achieve them can be identified and employed. It is difficult to make decisions about the most efficacious means when the ends are ambiguous. As the goals now stand they tend to focus more on the means of attaining some ends than they define just what those ends should be.

It should be noted, however, that the goals have undergone change, that indicators of them have been identified and that this change, both in the perceptions of the director of WOW and in the needs of the students and faculty at Judson, is in itself an indication of growth and viability.

In conclusion, note these suggestions by Hern* as to the six stages in a change process:

1. Developing a viable relationship with the client system, that is, establishing one's self in a helping role.
2. Diagnosing the client's real needs and helping them articulate those needs.
3. Retrieving relevant information and resources toward a solution to the problem.
4. Generating a range of alternatives and choosing a potential solution.
5. Gaining acceptance of the innovation.
6. Stablilizing the innovation and terminating the relationship.

The persons responsible for implementing the World of Work at Judson would seem to have conducted these steps rather well.

---

*Hern, N.E. The where, when, and how of trying innovations. Phi Delta Kappan, 1972, 53 (6), 358-361, 374.

ED 089095

A Title III Project

# THE WORLD OF WORK

Thomas Hornig
Project Director

## EVALUATION REPORT ATTACHMENTS

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## ATTACHMENT 1

## Preview of World of Work

# SALEM PUBLIC SCHOOLS

# PREVIEW OF THE WORLD OF WORK

Presented by

Judson Junior High School

Report Prepared By

Eleanor Roberts
Stanley Shotts
Wilbur Jackson
Charlotte Hardin

Principal
Earl Hampton

March 1969

# GENERAL OBJECTIVES FOR WORLD OF WORK DAY

1. To stimulate students to give more thought to their individual interests, abilities, and limitations in relation to employment opportunities and job requirements.
2. To encourage parental and community participation in the school program.
3. To provide occupational information to students directly from those persons currently engaged in the occupations.
4. To encourage better educational and vocational planning.
5. To stimulate greater interest and effort in school work and to help make school subjects more meaningful, since speakers will be encouraged to point out the correlation of high school subjects to different occupations.
6. To develop an awareness of the scope of the world of work, the variety and number of jobs awaiting young people today.
7. To understand the changing pattern in the world of work.

# INTRODUCTION

Senior high schools have been offering career day information programs for years. This information is intended for use by the students in planning their careers in the world of work; however, since senior high school students have already completed many of their school courses before participating in a career day, they cannot take advantage of valuable high school training which the career day visitors might point out to them. If high school students are to take advantage of career information, it must be presented early in their high school program.

The counselors and ninth-grade social studies teachers at Judson Junior High School decided that a career day program in the ninth grade would provide the students with experiences that would be of value in making plans for senior high school. With this thought in mind, the counselors and ninth-grade social studies teachers planned a fourth annual program called Preview of the World of Work.

The program of the World of Work was an outgrowth of the two-week unit dealing with vocational information in the ninth-grade social studies classes.

During the two-week vocational unit each student explored job fields, his individual interests, his strengths and weaknesses, possiblities for work experiences, and how to apply for jobs.

To determine students' individual vocational interests at this point, a survey of broad vocational areas was conducted in social studies classes. The Kuder General Interest Survey was administered to aid students in selecting possible vocational interests at this time. This information determined the career areas to be included in the preview.

The following written report covers the objectives, procedures, and evaluations for the 1969 Preview of the World of Work program at Judson Junior High School.

# WORLD OF WORK DAY PROGRAM

Judson Junior High School February 5, 1969

The program began with all of the students meeting in the gymnasium-auditorium. (See Appendix A) Here they were greeted by Miss Eleonor Roberts, Counselor, who spoke briefly of the objectives of the program of the afternoon; then presented the keynote speaker, John Joelson, Office Manager, Pacific Northwest Bell, Salem Office, who set the general tone of the conference with an interesting and forceful discussion of the importance of the World of Work today and the profound need for each person to find his place in the World of Work.

Directions were then given to the students relating to the procedure in reporting to the section meetings where guest speakers would discuss the individual fields of work. Students were dismissed to hear these speakers.

| | |
|---|---|
| Miss Patti Larsen | Airline Stewardess |
| Mr. Ben Cave | Architecture |
| Mr. Don Walton | Art |
| Mr. Bob French | Athletics |
| Mr. Buster Hammock | Auto Mechanics |
| Miss Norma Miller | Beautician |
| Mr. Delmar Clem | Commercial Pilot |
| Mr. Lee Barker | Communications |
| Mr. Don Derby | Counseling |
| Mr. Norman Miller | Data Processing |
| Mr. Doug Shaw, Mr. Dan Haake | Drafting |
| Mr. William Slonecker | Electronics |
| Mr. Newell Wilder | Engineering |
| Mr. Hoseph Wetherbee | Fish and Game |
| Mr. Lee Harter | Forestry |
| Mrs. Margaret Boudreau | Interior Decorating |
| Mr. Dewey Rand, Jr. | Journalism |
| Mr. William Barlow | Law |
| Sergeant Darrell Pepper | Law Enforcement |
| Mr. Stephen Prothero | Mathematics |
| General Staryl Austin, Mr. Frank Opitz | Military |
| Mrs. Ingrid Rose | Modeling |
| Mr. Charles Johnson | Music |
| Mrs. Marjorie Fenili, R.N., Mrs. Kay McLarney, R.N., Mrs. Dorothy Huffman, R.N., Miss Marsha Blumm | Nursing |
| Mrs. Zelda Hanson | Office Work |
| Mr. Don Giles | Oceanography |

| | |
|---|---|
| Mr. Carl Nebel | Physics |
| Mr. Walter Karlson | Retail Selling |
| Miss Carmelita Barquist | Science |
| Mrs. Dessel Graves, Mrs. Ila McCallum | Secretary |
| Mrs. Lucille Pugh | Social Work |
| Mrs. Lida Halvorsen | Teaching |
| Mr. Ward Graham, Jr. | Trucking |
| Dr. Glenn Rea | Veterinarian |

# PROCEDURE

## Development of Program

The Fourth Annual *World of Work* program originated in a meeting that was held by the social studies teachers and counselors during the month of November. This group planned to present a vocations unit in the social studies classes and felt that a vocations day with outside speakers would be advantageous in providing additional information to the students. At that time it was decided that initial contact with the students should be made in the social studies classes. Students made a list of four occupational areas in which they might be interested. From these student suggestions a broad list of vocational areas was compiled.

## Survey of Students

After compilation of a detailed list, a survey was made in class. Each student was given a list of forty-six different occupational areas from which to select four areas of interest. These were both broad areas and specific jobs. (See Appendix B)

The results of this survey were tabulated to determine the areas in which the students were most interested. Students indicated interest in thirty-four different occupational areas. The survey also determined the number of sections needed for each occupational area. For each area in which ten or more students indicated an interest, a guest speaker was invited to come and present information.

The next step was to schedule each student into three class periods from his original four choices. If any student's choice had a schedule conflict, a counselo contacted that student individually to give him another opportunity to make a third choice. This information was necessary in order to schedule the needed classrooms and the speakers necessary to carry out the program.

The maximum number of students per section in the previous Preview of the World of Work programs had been thirty. This year, because of crowded conditions and lack of available classroom space, several sections had more than thirty students and five areas had two sections because of the large number of students interested. Students stated that it was difficult to have a question and answer period with the rooms so crowded.

A study of the schedules revealed that one afternoon, with approximately forty minutes allowed for each class period, would be adequate. The class meetings were to be preceded by a keynote address by some distinguished person.

## Guest Speakers

A list of possible guest speakers was made for each vocational area. The speakers were selected from persons known to be outstanding in their fields. Many of these are patrons of the Judson District.

Each speaker was contacted first by telephone and asked to participate in the program. Upon each speaker's acceptance, a letter of verification was sent reminding him of the date, the time, and the area; and containing a suggested outline to follow in the discussion (see Appendices C and D). The keynote speaker was contacted by telephone. Following his acceptance, a letter of verification as to time and a reminder of the topic was sent (see Appendix E).

On the day of the program, as each guest speaker entered the building, he reported to the reception table in the front lobby. Here he picked up his name tag and met his student host or hostess, who conducted him to the classroom in which he was to speak (see Appendix F). Student hosts and hostesses introduced each speaker to the group and thanked him at the conclusion of his presentation.

Each speaker timed his presentation during the period to allow a question-and-answer session following the talk.

The speakers, who gave their time and efforts so generously, made a major contribution to the total program and created a closer liaison and deeper understanding between school and community.

Following the program, thank-you letters were mailed to those who participated in the program (see Appendix G).

## Parent Involvement

Parents of all ninth grade students were invited to participate in the World of Work program (see Appendix H). Twelve interested parents attended the keynote speech by Mr. Joelson. Parents were encouraged to visit individual section in which they might be interested. Several of these parents stayed for the entire afternoon.

## Salem Tech Visit

Judson students participated in the Salem Technical-Vocational School Open House for the second time this year. As a part of the Preview of the World of Work program students who were interested were asked to sign up to explore technical-vocational training schools. Sixty-eight students indicated an interest. These students were scheduled for a visit to Salem Technical-Vocational School's Open House; fifty-six students made the field trip. Student comments indicated that the information given to them was most helpful in making plans for their high school schedule.

## Scheduling the Program

Each student received a schedule showing the class and room number he was to attend each period. These schedules were filled out by the counselors after students had put their name and homeroom numbers on the forms. The schedules were given to the students during homeroom period on the day of the program (see Appendix I).

Faculty members were given a chance to sign up for areas in which they had an interest. One faculty member was in attendance for each session. The faculty member was responsible for dismissing the student on time to their next class (See Appendix J).

The program required the use of twelve to thirteen classrooms per period plus the gym for the keynote address (see Appendix J). All classrooms in the front hall and several classrooms in the center hall were used, in order to avoid unnecessary traffic in seventh- and eighth-grade classroom areas. Science classes were rescheduled in other parts of the building. Movie projectors and slide projectors were provided for the speakers who requested them.

# EVALUATION

## Faculty Evaluation

At the beginning of the Preview of the World of Work program, teachers who attended the speaking sessions were given evaluation sheets on which they were to evaluate each speaker (see Appendix K). Questions asked in the evaluation were:

1. Was the presentation appropriate for this age group?
2. Was the field covered adequately?
3. What was the student reaction?

A space was provided for miscellaneous comments.

The compilation of teacher evaluation responses reported all speakers but three gave appropriate information considering the age group of the student audience. Twenty-six speakers were evaluated excellent; four evaluated good; two evaluated fair; and three evaluated poor. Twenty-seven of the teachers indicated student response as enthusiastic; six teachers indicated student interest as indifferent. Two of the speakers were evaluated as poor as to student enthusiasm. Twenty-six guest speakers were given an excellent evaluation by the faculty on all three areas of the evaluation.

For the third consecutive year, teacher interest was high, and comments by teachers indicated that they regarded the over-all program successful in providing students excellent insight into job fields.

## Student Evaluation

The students also were given evaluation sheets in the social studies class period following the program (See Appendix L). They were asked six question:

1. Do you feel the speaker presented a good picture of the occupation?
2. Did you obtain the information you were seeking?

3. Was the speaker interesting?
4. Do you think this kind of program should be held again next year?
5. Which section did you enjoy the most?
6. What suggestions would you make for improvements?

Of the 316 student evaluations returned, 305 indicated that the program should be repeated next year. Three more students qualified their affirmative replies with conditions such as, "if better speakers are obtained," and "if the program is changed." One student replied, "maybe;" six gave negative responses, and one omitted any reply.

The students rated thirty-one of the thirty-four speakers as presenting a good picture of the occupational area. Most of the students indicated that they had gained the sort of information that they were seeking. Thirty-one of the speakers were listed by the students as giving interesting presentations.

Student comments and suggestions were varied. 40.2% of the student questionnaires offered no comments. The most frequent comment was that the periods be shortened so that the students could hear four speakers rather than three. Other students suggested that the program be expanded into a full day. A broader offering of subjects was requested. Having speakers who are actually engaged in the occupation they presented; the use of films, pamphlets, and more visual aids; a desire for the broader fields of art, music, and science to be broken up into more specific areas; more specific information as to the education or training required for the job; women speakers in fields of military and athletics were requested also. Keeping the groups small so that questions may be asked more readily was suggested. Many students desired less time devoted to a keynote speaker.

# SUMMARY

Student and faculty evaluation indicated that the program was a success and should be repeated. Guest speakers and visitors stated that student reactions were enthusiastic. The response to this program by the students, teachers, high school counselors, visitors, and administrators reveals that there is a definite need for this type of program at the ninth-grade level.

# RECOMMENDATIONS

## General

1. The program should be repeated.
2. The Kuder vocational Interest Test should be given and interpreted before students sign up for occupational area.
3. The large selection of vocational areas should be offered again next year.
4. The same method of student sign-up should be used again next year.
5. Ninth-grade students should continue to participate in the planning of the program.
6. The field trip experience should be expanded to include other vocational areas.

## Specific

1. One person should be designated to administer the program.
2. The program should continue to permit students three vocational choices.
3. An effort should be made to secure the best possible speakers.
4. The program should be scheduled so that each section will have twenty-five or fewer students.

## APPENDIX A

J U D S O N   J U N I O R   H I G H   S C H O O L

presents

**PREVIEW OF THE WORLD OF WORK**

February 5, 1969

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P R O G R A M
12:20 PM

GREETINGS . . . . . . . . . . . . . . . . .Eleonor Roberts
Counselor, Judson Junior High School

KEYNOTE ADDRESS . . . . . . . . . . . . . . . John Joelson
Office Manager, Pacific Northwest Bell, Salem Office

+ + + + + + + + + +

SECTIONAL MEETINGS
12:55 - 3:05

Session I - 12:55 - 1:35
Session II - 1:40 - 2:20
Session III - 2:25 - 3:05

PHYSICS . . . . . . . . . . . . . . . .Session I - Room 18
Mr. Carl Nebel, South Salem High School

RETAIL SELLING . . . . . . . . . . . Session I - Room 43
Mr. Walter Karlson, South Salem High School

SCIENCE . . . . . . . . . . . . . . . .Session I - Room 17
Miss Carmelita Barquist, Willamette University

SECRETARY . . . . . . . . . . . . . Session III - Room 3
Mrs. Dessel Graves, Allstate Insurance
Mrs. Ila McCallum, Secretary to the County Engineer

SOCIAL WORK . . . . . . . . . . . . .Session I - Room 31
Mrs. Lucille Pugh, Marion County Welfare Commission

TEACHING . . . . . . . . . . . .Session II-III = Room 31
Mrs. Lida Halvorsen, South Salem High School

TRUCKING . . . . . . . . . . . . . . .Session II - Room 20
Mr. Ward Graham, Jr., Teamsters Union Local 324

VETERINARIAN . . . . . . . . . . . Session III - Room 18
Dr. Dennis DeJong, Veterinarian

AIRLINE STEWARDESS . . . . . . . .Session I-II - Library
Mr. Jack Shipley, Continental Airlines

ARCHITECTURE . . . . . . . . . . . . .Session I - Room 2
Mr. Ben Cave, Architect

ART . . . . . . . . . . . . . . .Session II-III - Room 2
Mr. Don Walton, Professional Artist

ATHLETICS . . . . . . . . . . . . . . Session I - Room 3
Mr. Bob French, City Recreational Department

AUTO MECHANICS . . . . . . . . . . Session III - Room 20
Mr. Buster Hammock, Capitol Chevrolet

BEAUTICIAN . . . . . . . . . . . . .Session I - Room 4
Miss Norma Miller,
Harvey Loveall School of Hair Styling

COMMERCIAL PILOT . . . . . . . . . Session II - Room 4
Mr. Delmar Clem, Salem Aviation

COMMUNICATIONS . . . . . . . . . . .Session III - Room 4
Mr. Lee Barker, Radio Station KSLM

COUNSELING . . . . . . . . . . . . .Session III - Room 5
Mr. Don Derby, Community Mental Health Clinic

DATA PROCESSING . . . . . . . . . Session II - Room 14
Mr. Norman Miller, Salem Public Schools

DRAFTING . . . . . . . . . . . . . . Session II - Room 5
Mr. Robert Latham,
Salem Technical-Vocational Community College

ELECTRONICS . . . . . . . . . . . . .Session I - Room 14
Mr. William Slonecker,
Salem Technical-Vocational Community College

ENGINEERING . . . . . . . . . . . .Session III - Room 14
Mr. Newell Wilder, State Highway Department

FISH AND GAME . . . . . . . . . . . Session I-II - Room 15
Mr. Joseph Wetherbee, Oregon State Game Commission

FORESTRY . . . . . . . . . . . . . . Session III - Library
Mr. Lee Harter, Oregon State Forestry Department

INTERIOR DECORATING . . . . . . . . . Session I - Room 7
Mrs. Margaret Boudreau, Rubenstein's Furniture Company

JOURNALISM . . . . . . . . . . . . . . Session II - Room 7
Mr. Dewey Rand, Jr., Capital Press

LAW . . . . . . . . . . . . . . . . . . Session III - Room 7
Mr. William Barlow, Attorney

LAW ENFORCEMENT . . . . . . . . . . Session II - Room 17
Sergeant Darrell Pepper, Salem Police Department

MATHEMATICS . . . . . . . . . . . .Session III - Room 15
Mr. Stephen Prothero, Willamette University

MILITARY . . . . . . . . . . . . . . .Session I - Room 5
General Staryl Austin, State Military Department

MODELING . . . . . . . . . . . .Session II-III - Room 32
Mrs. Ingrid Rose, J.C. Penney Company

MUSIC . . . . . . . . . . . . . . . . .Session I - Room 32
Mr. Charles Johnson, Professional Musician

NURSING . . . . . . . . . . . . . . . Session II - Room 18
Mrs. Marjorie Fenili, R.N., Marion County Health Dept.
Mrs. Dorothy Huffman, R.N., Boise Cascade
Miss Marsha Blumm, Student Nurse, U of O
Mrs. Kay McLarney, R.N., Salem General Hospital

OFFICE WORK . . . . . . . . . . . . . Session II - Room 3
Mrs. Zelda Hanson, State Civil Service

OCEANOGRAPHY . . . . . . . . . . . Session III - Room 17
Mr. Don Giles, OSU Marine Science Center

# APPENDIX B

## JUDSON JUNIOR HIGH SCHOOL

## Preview of the World of Work

NAME________________________________ Class Period__________

SOCIAL STUDIES TEACHER______________________ Homeroom no.__________

___ Accounting (bookkeeping, CPA)
___ Agricluture
___ Airline Stewardess
___ Architecture
___ Artist
___ Athletics (coaching, professional)
___ Auto Mechanic

___ Beautician
___ Business management

___ Commercial Pilot
___ Communications (radio, TV, disc jockey)

___ Counselor

___ Data Processing and Computer Operator

___ Electronics
___ Engineering

___ Draftsman

___ Fish and Game Management
___ Food Service
___ Forestry (forest management, logging)

___ Home Economist

___ Insurance
___ Interior Decorator

___ Journalism (newspaper, magazine)

___ Law
___ Law Enforcement (FBI, Police, detective)

___ Mathematics
___ Medical Doctor (psychiatrist)
___ Military: Men
___ Military: Women
___ Modeling
___ Musician (popular, professional)

___ Nursing (practical, professional)

___ Oceanography and Marine Biology
___ Office worker (receptionist, typist, file clerk)

___ Physics (space research)
___ Public Accommodations (hotels, motels)

___ Recreation (recreational director, part supervisor, YWCA, YMCA)

___ Sales Person (retail clerks, auto, traveling)
___ Secretary
___ Science: Biological
___ Science: Physical
___ Social Worker

___ Teaching
___ Trades and Crafts (carpenter, electrician, sheet metal)
___ Trucking and Transportation

___ Veterinarian

________________________________

________________________________

# APPENDIX C

JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road SE
Salem, Oregon
97302

January 14, 1969

Dear

This will confirm our telephone conversation concerning the Preview of the World of Work program to be held at Judson Junior High School on Wednesday, January 29, 1969.

You are scheduled to speak at ______________________. Enclosed is a suggested outline for your presentation in the occupational area of ______________________. We have scheduled each period for forty minutes. We feel that you will need most of this time to inform the students about the occupational area, but we hope that you will allow at least ten minutes for a question-and-answer period.

An opening assembly for all ninth grade students at Judson will be held in the gymnasium at 12:20 with Mr. C. W. Roed, Employment Supervisor for Pacific Northwest Bell Telephone Company as guest speaker. You are cordially invited to attend this portion of the program.

When you arrive at Judson, please come to the front entrance, where a representative will meet you and escort you to your assigned room.

I wish to thank you for your willingness to participate in this school activity.

Very truly yours,

COUNSELOR

Encl.

# APPENDIX D

## JUDSON JUNIOR HIGH SCHOOL

## SUGGESTED OUTLINE FOR OCCUPATIONAL PRESENTATION

I. Scope of occupational area

(Job titles and brief description of work performed in each area)

II. Training or educational requirements

(On-the-job, technical school, college, etc.)

III. Preparation at the senior high level

(Courses which may be included at this level, need for a good high school experience, and the value of participation in school activities)

IV. Payment

(Money, satisfaction, fringe benefits, etc.)

V. Job outlook for future

VI. Related jobs

VII. Question and answer period.

# APPENDIX E

JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road SE
Salem, Oregon
97302

January 14, 1969

Mr. John Joelson
Pacific Northwest Bell
700 State Street
Salem, Oregon 97301

Dear Mr. Joelson:

This will confirm our telephone conversation concerning the Preview of the World of Work program to be held at Judson Junior High School on Wednesday, February 5, 1969.

You are scheduled to speak at 12:20 to 12:50. When you arrive at Judson, please go to the front entrance, where a representative will meet you and escort you to the assembly area.

I wish to thank you for your willingness to participate in this school activity.

Very truly yours,

Stan Shotts
Counselor

SS:lc

# APPENDIX F

______________________________________

Your guest speaker for the World of Work program is _________________________________, who will speak in Room _____ on the subject of ____________________ at ______________ o'clock.

Meet your guest in the front lobby. Introduce yourself. Escort your guest to the room in which he is to speak. Introduce him to the teacher in the room and then present him to the student audience. At the close of the period thank the guest speaker for participating in the program.

If parents are present as guests, be sure that they have places to sit.

# APPENDIX G

JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road SE
Salem, Oregon
97302

The administration, faculty, and students at Judson Junior High School wish to express their sincere gratitude and appreciation to you for your participation in our Preview of the World of Work. We feel that your contribution was of great value in making our program a success.

We feel that as a result of this program our students will be able to make more intelligent selections in their program of high school study and a more realistic evaluation of their role in the vocational life of the community.

We thank you again.

Very truly yours,

Counselor

# APPENDIX H

JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road SE
Salem, Oregon
97302

January 23, 1969

Dear Parents:

Judson Junior High School is presenting its fourth annual Preview of the World of Work program on Wednesday afternoon, January 29, 1969. The program opens with an assembly for ninth grade students and interested parents at 12:20 in the Judson gymnasium. The keynote speaker for the program will be Mr. C. W. Reed, Employment Supervisor, Pacific Northwest Bell Telephone, Portland office.

Following the assembly each student will attend three sessions at which speakers actively engaged in the occupational world will present educational information pertaining to their vocational fields.

You are cordially invited to attend this World of Work program with your son or daughter.

Yours truly,

ELEONOR ROBERTS
STAN SHOTTS
Counselor

ER,SS:jj

# APPENDIX 1

## JUDSON JUNIOR HIGH SCHOOL

## PREVIEW OF THE WORLD OF WORK

STUDENT SCHEDULE - - -

MY NAME IS ______________________________________

MY HOMEROOM NUMBER ____________

I HAVE SOCIAL STUDIES PERIOD ________ WITH MR. ________________

| Period | Room |
|---|---|
| IV (12:55-1:35) | ______ |
| V (1:40-2:20) | ______ |
| VI (2:25-3:05) | ______ |

# APPENDIX J

## JUDSON JUNIOR HIGH SCHOOL
## PREVIEW OF THE WORLD OF WORK

### Teacher's Schedule

| Rm. # | Session I (12:55-1:35) | Session II (1:40-2:20) | Session III (2:25-3:05) |
|---|---|---|---|
| 2 | Architecture<br>Lawson | Art<br>Rogers | Art<br>Warren |
| 3 | Athletics<br>Marr | Office Worker<br>Killinger | Secretary<br>Walker |
| 4 | Beautician<br>Baxter | Commercial Pilot<br>Harrison | Communications<br>Wittmer |
| 5 | Military<br>Noble | Drafting<br>Noble | Counseling<br>Jackson |
| 7 | Interior Decoration<br>Rogers | Journalism<br>Wittmer | Law<br>Funk |
| Lib | Airline Stewardess<br>Aeschliman | Airline Stewardess<br>Baxter | Forestry<br>Hardin |
| 14 | Electronics<br>Funk | Data Processing<br>Warren | Engineering<br>Anderson |
| 15 | Fish and Game<br>Hardin | Fish and Game<br>Wertz | Mathematics<br>Harrison |
| 17 | Science<br>Wittmer | Law Enforcement<br>Hardin | Oceanography<br>Wertz |
| 18 | Physics<br>Harrison | Nursing<br>Carr | Veterinarian<br>Baxter |
| 32 | Musician<br>Wertz | Modeling<br>Marr | Modeling<br>Kilgras |
| 20 | | Trucking<br>Funk | Auto Mechanics<br>Noble |
| 43 | Retail Selling<br>Warren | | |
| 31 | Social Worker<br>Jackson | Teaching<br>Jackson | Teaching<br>Hatfield |

Any assistance that you might be able to give the guest in stimulating student questions will be appreciated.

The faculty member in each session is responsible for dismissing the class and maintaining class order.

# APPENDIX K

## JUDSON JUNIOR HIGH SCHOOL
## Preview of the World of Work

### FACULTY EVALUATION

The social studies teachers and counselors deeply appreciate your assistance with our Preview of the World of Work. Will you also aid in the evaluation of this program, which will be useful in considering continuing the activity another year.

Period V - Section ______________________________

Speaker ______________________________

Was the presentation appropriate for this age group? yes ______ no ______

Was the field covered adequately? Excellent ______ Good ______ Fair ______ Poor ______

What was the student reaction? Enthusiastic ______ Indifferent ______ Poor ______

Comments:

Period VI - Section ______________________________

Speaker ______________________________

Was the presentation appropriate for this age group? yes ______ no ______

Was the field covered adequately? Excellent ______ Good ______ Fair ______ Poor ______

What was the student reaction? Enthusiastic ______ Indifferent ______ Poor ______

Comments:

Period VII - Section ______________________________

Speaker ______________________________

Was the presentation appropriate for this age group? yes ______ no ______

Was the field covered adequately? Excellent ______ Good ______ Fair ______ Poor ______

What was the student reaction? Enthusiastic ______ Indifferent ______ Poor ______

COMMENTS:

THANK YOU

# APPENDIX L

## JUDSON JUNIOR HIGH SCHOOL

## STUDENT EVALUATION OF PREVIEW OF THE WORLD OF WORK

Please list occupation and check yes or no.

| | period V | period VI | period VII |
|---|---|---|---|
| OCCUPATION- | ____________ | ____________ | ____________ |
| 1. Do you feel the speaker presented a good picture of the occupation? | __yes __no | __yes __no | __yes __no |
| 2. Did you obtain the information you were seeking? | __yes __no | __yes __no | __yes __no |
| 3. Was the speaker interesting? | __yes __no | __yes __no | __yes __no |

General:

1. Do you think this kind of program should be held again next year?______________

2. Which section did you enjoy the most? Occupation________________period_______

3. What suggestions would you make for improvements? (use back if necessary)

## ATTACHMENT 2

Units Offered in the Departments Of:

1. Physical Education
2. Home Economics
3. Industrial Arts

# HEALTH
## (Nine Week Course)

### 7TH GRADE COURSE OF STUDY

1 Week each:

- Introduction to health and study of cells
- Tissues of human body - includes teeth
- Digestive system
- Circulatory system
- Respiratory system
- Skeletal and muscular system
- Endocrine and reproductive systems
- Safety in the home
- Tobacco, alcohol and drugs - effects on body

Names and duties of specialists in the medical field. As occasions arise in class discussions, we talk about health occupations. Students write two reports of their own chosen subjects--we encourage research and reports on careers.

### 8TH GRADE COURSE OF STUDY

3 Weeks:

- Nutrition - career opportunities discussed - suggest report in this area.
- Physical fitness - career opportunities in physical education and recreation

1 Week each:

Tobacco )
Alcohol ) Career opportunities as they arise in class discussions
Drugs )

1 1/2 Weeks each:

- Community health - speakers and/or field trips to various community agencies. Unit notebook includes career opportunities in these agencies
- First Aid - career opportunities as occur in class discussions

## HEALTH, continued

### 9TH GRADE COURSE OF STUDY

1 Week each:

- Personality development
- Mental health
- Mental illness

4 Weeks:

- Disease
  - History and career opportunities in medicine and research
  - Noncommunicable diseases - common disease symptoms, cure and treatment
  - Communicable diseases
    1. Causes
    2. Body defenses
    3. Man-made defenses
    4. Common diseases - symptoms, treatment, immunity

1 Week each:

| | |
|---|---|
| Occupational safety<br>Driving safety | ) Careers in safety education and enforcement are discussed. Scrapbook with pamphlets or news articles dealing with occupational and/or driving safety. |

Each grade is required to turn in one report of some health area. We encourage health occupation reports. Reports are to include a bibliography. A career bulletin board is maintained by students plus a news section for careers in health fields.

## HOME ECONOMICS

As Judson Junior High enters its third year in the World of Work program the Home Economics Department would submit the following performance objectives in support of the submitted change of course organization, found within:

1. Serve the students enrolled in the World of Work program, enabling them to participate in a wider area of needed instruction and experience.
2. Stimulate the 9th grade program by offering a greater exploratory scope of interest.
3. Strengthen the basic homemaking skills as foundation for students to build on and use as carryover skills for advanced work.
4. Greater use of cooperative teaching within the Department for helping to stimulate interest that will motivate students in individualized exploration of Home Economics careers.
5. More efficient use of equipment and space for individualized instruction.

Submitted by:
Meredith Carr
Theresa McKinley
Jane Briggs

## HOME ECONOMICS

There is a new philosophy behind renaming the present Home Economics area to include the:

Foods area to HOSTESS HOUSE

Family Living area to HOSPITALITY HOUSE

Clothing area to FASHION HOUSE

This is for our own local use at Judson, for even though our course content has been updated in the various areas, we are still plagued by pre-conceived attitudes toward subject matter.

With all new sections being presented it was felt the renaming of the areas would be appropriate and helpful.

In recording of grades, our recommendations would be to code as follows:

7th Grade - Beginning Home Economics I

8th Grade - Intermediate Home Economics II

9th Grade - Advanced Home Economics III

The need for an aide, working four hours daily in our deaprtment, would be very necessary to carry on this proposed flexible scheduling. Her assistance in the classroom and the secretarial duties performed enable the three cooperating teachers in the department to plan and prepare for the many demonstrations and labs needed.

Students have an educational experience when accompanying the aide on food and supply shopping trips for classes, which is only possible when this extra person is available.

The development of patterns, display materials and indivudalized material for students' use is another helpful contribution performed by the aide.

The possibility of more career-oriented field trips for our students would be possible to organize with the aide making the contact and providing additional supervision.

The preparation of our yearly supply and equipment budget needs will be quite time consuming and assistance in exploring the availability and price of many small items is most helpful.

# 9TH GRADE POWER MECHANICS

| | |
|---|---|
| Unit I | Introduction to Power and Power Mechanics |
| Unit II | Direct Mechanical Converters |
| Unit III | External Combustion Converters |
| Unit IV | Internal Combustion Converters |
| Unit V | Conventional Electrical Converters |
| Unit VI | Direct Electrical Converters |

## Objectives of Course

The student should be able to trace the evolution and principles of power from muscle to wind, water, and heat to finally the sun, atom, and the electron.

The student should know and understand the vocabulary of the power mechanics field.

The student should know and understand the basic principles of operation of the prime power mechanisms.

The student should understand the transformation of one form of energy to another so as to do work.

The student should be able to understand and evaluate the socio-economic problems involved in designing, fabricating, and employing prime movers.

The student should know and understand the materials, tools, and processes directly concerned with satisfying the demands of our technological society as it relates to man's utilization of power.

The student should know, understand, and be able to apply the principles of science and mathematics.

The student should develop desirable social characteristics such as leadership, fellowship and tact.

## 7TH AND 8TH GRADE METALWORKING AS RELATED TO CAREER EDUCATION

The courses in Metal Shop are divided into areas of sheet metal, bench metal, hot metals--welding, forging and foundry, machine shop, and related drawing (pattern development, working drawings, etc.)

In relation to Career Education or in trying to prepare a student for some kind of future work or occupation, emphasis is placed on the following items.

1. Getting to class (work) on time.
2. Learning to follow directions--saves time, money, and effort.
3. Learning to cooperate with fellow students (workers).
4. Developing a "safety first" type of attitude--saves arms, legs, eyes and possibly lives.
5. Being well organized--a person will be more productive.
6. Being able to plan ahead--part of the process of problem solving.
7. Being happy and pleased in doing what you are doing--figuring out what kinds of jobs a person may be interested in.

# INTRODUCTION TO COURSE

Seventh and Eighth grade general metals is a course designed to make the student aware of the importance of the metal industry and its contributions to our industry and our society. You are provided basic experiences, information and fundamentals on the commonly used machines, tools, metals, and processes of the metalworking industry. You are also given opportunities to further explore any personal individual interests you may have in the field of metals.

As a result of the above, you will be able to further develop your problem solving abilities, along with the necessary work habits and attitudes needed to live in our industrial society.

This course is offered to Junior High School students, with no or limited experiences in metals.

## A WORD ON PROJECTS

Projects are considered as one of the main vehicles of instruction. They are designed to help teach the content of the course and not provide you with the metalworking products you may need. Therefore, projects will be made within the framework of the skills and attitudes to be developed. It will be the responsibility of the student to acquire as many of the experiences as possible and to avoid the repetition of already mastered skills. Projects will be given a time limit and you will not acquire class credit beyond that time limit.

# OBJECTIVES OF COURSE

1. The student should know, understand, and appreciate the common machines, tools, materials, and processes of the metalworking industry.
2. The student should develop skill in the use and care of the common metalworking machines, tools, materials, and processes.
3. The student should develop his creative ability by designing his own metalworking projects.
4. The student should develop safe working habits and attitudes in the shop.
5. The student should develop desirable social relationships and attitudes such as cooperation, tolerance, leadership, fellowship, and tact.
6. To develop the wise use of leisure time in constructive and useful pursuits in the field of metals, should be another objective of the student.
7. The student should be able to derive individual satisfaction from useful creativity.
8. The student should be able to select and use wisely the products of the metalworking industry.

WORLD OF WORK PROJECT, E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road, S. E.
Salem, Oregon 97302

## GRAPHIC ARTS IN THE MODERN JUNIOR HIGH SCHOOL

The graphic arts course of study needs to complement the other units studied in the industrial arts curriculum. A study of the graphic arts, therefore, becomes one more opportunity to help each student understand American industry. This should include such phases as organization, location, raw materials, products, labor-management relations, distribution and sales, design-planning-research, financial structure, processes, operations, occupations and advertising.

The second objective of graphic arts is to present consumer education so that each student may select, purchase, use properly and maintain the products of industry. It should teach a student to discriminate between similar products, comparing value with reference to cost, quality of construction, types of materials, durability, design, function and anticipated maintenance.

The third objective of graphic arts is to develop the wise use of leisure in constructive pursuits and to enjoy the satisfaction derived from useful creativity.

The fourth objective of graphic arts is to help each student understand the world of work and himself with aims of realistic selection of occupational choice. It can help students explore areas of work, types of employment, working conditions and other aspects of employment in order to plan their education in life with personal ambitions and qualifications.

The fifth objective of graphic arts is to encourage each student to think through problems, plan procedures for solution, test conclusions and then make appropriate recommendations.

The sixth objective of graphic arts is to develop personal-social qualities through democratic practices in the shop or laboratory. Opportunities are provided for students to experience working together toward group approved and accepted goals. Leaders and followers are developed through qualities of social living. Such personal-social qualities as responsibility, reliability, resourcefulness, initiative, perseverance and tolerance are developed with respect to the rights of others.

The seventh objective of graphic arts is to develop safe work habits and concern for the safety of others, to follow sound principles of mental and physical health and to recognize the importance of maintaining a balance of leisure and work.

The eighth objective of graphic arts is to develop an aesthetic appreciation for creative ability and to practice aesthetic values in daily living with reference to form, color, texture, design, styling and function.

# GRAPHIC ARTS IN THE MODERN JUNIOR HIGH SCHOOL (CONTINUED)

The ninth objective of graphic arts education is to develop skills in the use of tools, equipment and materials in a technological age. Technically trained personnel are needed to maintain an industrial economy. The demand for all types of skilled workers will continue. Everyone needs fundamental skills to use effectively the mechanical and electrical devices available. Effort decreases as success increases when workers use tools in accordance with their function. The right tool for the job often means the difference between success and failure. The graphic arts course is one more of the industrial arts areas providing tools for youth to learn to use them properly for all kinds of problem situations.

The first year program of graphic arts will include exploratory experiences in the following areas: relief printing, planographic printing, intaglio printing and stencil printing. In addition to exploring the basic printing operations, students will explore the art of bookbinding, paper making and photography. Second and third year experiences will be an extension of experiences students receive in their first year experience of graphic arts.

The following list of units are taught as a part of the total exploratory program in industrial arts at Judson Junior High School.

7th Grade

Metalshop - Planning and drawing related to solving problems in the safe use of tools and materials in cold metal work.

Students are instructed in the safe use of such measuring and marking tools as scribers, scratch awls, dividers, center punches and squares used in matal layouts.

Students receive similar instruction in the adjustment and care of forming and cutting tools such as hacksaws, tin snips, files, shears and brakes.

Beginning metals is designed to help students develop an awareness of the use metals have in our modern technological society.

Woodshop - Solutions to problems related to wood and wood products are developed through the medium of mechanical drawing and use of the common hand woodworking tools.

The use of machines is limited to the drill press, jigsaw and sander.

Electricity - An introduction to electron theory, magnetism, metering and measuring devices, as well as basic hand tools used to construct simple devices is given in this class.

Mechanical drawing is related to symbols used in electricity and electronics, simple schematics, single stroke gothic lettering and orthographic projection.

Methods of electrical generation and devices for electrical control are studied.

Graphic Arts - Students are introduced to graphic communications through mechanical drawing, letter spacing, the use of tracings and reproduction of tracings through the blue-print process.

Students learn about relief type, composition and letter press printing; rubber stamp production, silk screening; padding of tablets and a variety of bookbinding techniques.

8th Grade

Metalshop - A review of tools and procedures used the previous year in cold metal work is followed by techniques for working hot metal. This includes: forging, foundry, arc and oxyacetylene welding and resistance welding.

Mechanical drawing is used in the development of sheet-metal patterns, and the solving of other design problems.

An introduction of the basic systems involved in a 4-cycle gasoline engine is given in the last two weeks of this unit. No attempt is made to have students make a detailed study of engines at this time, but students with a special interest will have the opportunity to pursue that interest at a later time.

Plastics - Students in the woodshop learn about a variety of plastic materials and the uses to which a few of them are made.

Mechanical drawing is applied in nature, being used to formulate designs of patterns and jigs. These patterns and jigs are usually constructed of wood and provide an opportunity for eighth grade boys to work with wood. Students who express a special interest in woodworking are provided opportunities to pursue this interest after basic experiences are completed working with plastic materials.

Beginning Electronics - A review of basic electricity concepts presented in the seventh grade are reviewed.

An introduction to resistors, transistors, capacitance, and projects are constructed which demonstrate their use.

Drawing done in this class reflects the increased use of electronic symbols and schematics.

Numerous experiments are conducted on J. E. Experimenters to demonstrate electrical concepts being studied.

Graphic Arts - The second experience in this area may well include activities which are designed as part of the first unit but which students had not experienced.

More sophisticated designs and techniques in silk screening will be attempted.

Two and three color work in both silk screening and letter press will be encouraged.

Mechanical drawing in this class will center around page composition and poster layouts.

9th Grade

The current ninth grade program would be materially expanded by inclusion of the graphic arts program. Listed below are the three 12 week programs included in the current industrial arts curriculum:

Metalshop (Power Mechanics) - Study and repair of small gas engines. Instruction in the operation, maintenance and repair of the basic 4-cycle small gas engine is achieved through use of charts and manuals furnished by the Briggs and Stratton Company.

Engines provided by the school are used for this instruction.

Subsequent experience at repairing and adjusting engines comes from work students perform on engines which they may bring from home or from work performed on used engines provided by the school. Students are expected to furnish gaskets and other replacement parts required for the repair of their own engines.

Reading working drawings, assembly procedures and related charts comprise most student experience relating to drafting.

Woodshop - For the past three years students have received two experiences: (1) Construction of a small frame building, in the neighborhood of 8 feet by 8 feet square, and (2) The manufacture of some wooden article using concepts of mass production.

While students have received these experiences each of the three years, the lack of physical facilities has necessitated a continuing search for a satisfactory solution to the problems encountered.

Buildings of this size cannot be constructed in the wood shop because of the low ceiling. Outside the inclement weather too often interferes with student work. Dividing the class into two units creates other problems to which we are addressing ourselves.

Electronics - Boys in this class work with radio and communication. More sophisticated experiments are conducted with the new DeVry electronic and electricity kits.

Students with special interests in mechanical drawing may spend a major share of their time working in this area.

Graphic Arts - It is hoped that the third year sequence in graphic arts might include offset printing.

Here too would be an opportunity for students to put to use information learned about photography.

Additional skills could be learned in drafting if students wished to work on special problems.

Charts of the present patterns of industrial arts are presented below. The first chart shows the number of weeks of industrial arts instruction by the current 7th grader in period one or period three:

| Shop: | Graphic Arts | Electricity | Woods | Metals |
|---|---|---|---|---|
| Weeks: | 9 | 9 | 9 | 9 |

The following chart shows the industrial arts instruction received by a 7th grader in periods 2, 4, 5, 6:

| Shop | Graphic Arts | Electricity | Woods | Metals |
|---|---|---|---|---|
| Weeks: | 0 | 12 | 12 | 12 |

The following chart shows the industrial arts instruction received by an 8th grader in period one or period three:

| Shop: | Graphic Arts | Electronics | Plastics | Metals |
|---|---|---|---|---|
| Weeks: | 9 | 9 | 9 | 9 |

The following chart shows the industrial arts instruction received by an 8th grader in periods 2, 3, 4, 5, 6:

| Shop: | Graphic Arts | Electronics | Plastics | Metals |
|---|---|---|---|---|
| Weeks: | 0 | 12 | 12 | 12 |

The following chart shows the industrial arts instruction received by a ninth grade boy or girl enrolled in career education who selected industrial arts as his elective:

| Shop: | Graphic Arts | Electronics | Construction/ Manufacturing | Metals |
|---|---|---|---|---|
| Weeks | 18 | 0 | 0 | 0 |

The following chart shows the industrial arts instruction received by a ninth grade boy not enrolled in career education who selected industrial arts as his elective: (there are ninth grade students in periods 2, 5, 6)

| Shop: | Graphic Arts | Electronics | Construction/ Manufacturing | Power Mechanics |
|---|---|---|---|---|
| Weeks: | 0 | 12 | 6 and 6 | 12 |

# ATTACHMENT 3

## Social Studies: Career Education Curriculum

# Suggested

# CAREER EDUCATION COURSE

## Procedure for Development and Implementation of a Comprehensive Program

Jerry Angelo
Neddra Anderson

# TABLE OF CONTENTS

SECTION I - Procedure for development and Implementation of a Career Exploration Program

1. Procedure for Establishment of Work Stations
2. Criteria for Selection of Community Work Stations
3. Procedure for Preparing Students Assigned to Community Work Stations
4. Procedure for Orientation of Students Assigned to Work Stations
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6. Selection of Speakers and Field Trips for Career Education

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2. Self-Understanding (2 Weeks)
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4. The Role of the Individual in our Economic System (2 1/2 Weeks)
5. Life Careers Game (2 Weeks)
6. Introduction to Occupational Research (2 Weeks)
7. In-depth Studies (3 1/2 Weeks)
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B-3. Group Dynamics (Three-Student Group)

Unit 2

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C-2. Occupational Goals Worksheet

C-3. Find Your Own Interests

C-4. Habits and Attitudes that Antagonize

C-5. Self-Analysis Test, Vocabulary List, and Scoring Directions

C-6. Values Worksheet

C-7. Waetjen Self-Concept Scale and Scoring Directions

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Unit 6

D-1. Terms used in World of Work

D-2. How to Use the D.O.T.

D-3. Worksheet to use with the D.O.T.

D-4. Final Evaluation on the D.O.T.

Unit 7

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E-2. Directions for In-depth Studies

Unit 8

F-1. Notebook Requirements for the Unit

F-2. Classified Ad Section

F-3. Classified Ads for Teen-agers

F-4. Personal Data Sheet

F-5. Application Blank

F-6. Application Blank

F-7. When You Apply for a Job

F-8. Ten Steps to Help Land a Job

F-9. Grooming for the Interview

F-10. Jobs for Boys and Girls age 14 and 15

F-11. Mental Alertness Test and Answers

F-12. Mental Reasoning Test

F-13. Test over Job Interviews

F-14. Fifty Ways to Avoid Being Hired

F-15. Ten Easy Lessons in Conversation

F-16. Letter to Teenage Job Seeker

F-17. Foundation of a Successful Future

F-18. Classroom Evaluation

3. Resource Materials

G-1. Reference Books

G-2. Films and Addresses

G-3. Filmstrips and Academic Games

# SECTION I

## Procedure for Development and Implementation of a Career Exploration Program

## Unit 1 - Procedure for Establishment of Work Stations

To effectively establish community work stations, adequate time must be allotted for the job. Our experience has shown that only two or three stations can be established per day over a period of time. Several factors are involved: (1) Many business people are busy or not available when the initial contact is made. (2) Most businesses did not want to commit themselves initially without thinking it over. This involves a second visit.

Basically, our approach was very flexible. We contacted the business people personally, asked them for a few minutes of their time, and explained that we could return later if the present time was not convenient. We very briefly explained that we were teachers, that we were working with an exploratory work program, and the part that we were seeking them to play in the program.

If they were interested, and had the time available, we proceeded to go into the program in depth. We presented the Training Agreement (A-1) for their perusal. In most instances, they wanted to keep the Agreement and look it over. When this was the case, we set up an appointment to call back and pick up the Agreement at the individual's convenience.

In making the presentation, we stressed two main points that most employers were concerned about; the students do not receive pay and the school district pays all SAIF premiums. These two points were of greatest concern to most employers.

We made it a point to contact more businesses than necessary for the initial implementation of the program. This allowed us some flexibility in making work assignments for our students.

## Unit 2 - Criteria for Selection of Community Work Stations

The prime requisite for selection would have to be the selection of employers who are willing and anxious to take the necessary time to give the student the personal attention that is necessary to make his observation a successful use of his time away from the conventional classroom setting.

A second major requisite for the selection of a community work station would have to be the environment surrounding the business; does it provide a wholesome, healthy setting that is conducive to good learning. In other words, we take into consideration, not only the physical environment, but also the personal traits and mannerisms of the individual who would be working with the child.

Certainly another major factor in the selection of the work station would have to be the consideration given to the actual things that the business has to offer to the student in regard to developing knowledge related to the business itself.

Another factor to be considered would be the location of the business and its geographical proximity to the other businesses being used in the program. Its proximity to the school should also be considered.

## Unit 3 - Procedure for Preparing Students Assigned to Community Work Stations

In the early part of August we found it convenient to discuss each of our prospective students with the counselors. We did this in preparation for the home visits that we were to make. We tried to learn as much as possible about each student in anticipation of these visits.

We established appointments with each student and his parents if possible. During the actual visit we were able to explain the program to the family and get a good insight into the home environment. We stressed several things with the family; (1) regular attendance (2) telephoning the work station and school when ill (3) neat appearance (4) initiative on the job, and other pertinent information relative to a successful work experience. A form explaining the entire program and setting forth the responsibilities of parents and students was given to the parents for their signature (A-2). They were also asked to sign a permission slip for field trips for their child (A-3). Both of these were kept on file in our office.

After making the home visits we were better able to make appropriate decisions in the placement of students for work. We tried to assign the students based on their needs and desires. Each student will work for one semester (18 weeks). During that time each student will be assigned to a minimum of three different work stations. In many instances, it is more desirable to assign the student to more work stations for shorter periods of time. Example: Beauty Salon, 3 weeks; Mode O'Day, 3 weeks.

Student problems are going to arise during these work experiences and it is good to keep in close contact with the counselors and alert them to situations as they arise. It is good to involve the counselors as much as is feasible. When problems arise related to dress and grooming habits, it is good to keep close contact with parents as well as counselors.

## Unit 4 - Procedure for Orientation of Students Assigned to Work Stations

These student assigned to work stations are kept at school the first day of the new school year. This time is set aside for discussion of procedures and regulations related to the work experience. General class procedure is established at this time.

It is established that the students will work four days each week and will use Friday for field trips, resource people and other various types of resource gathering. Each student keeps a diary of his work experience and this is turned in on Friday.

The first day of school is used to stress appropriate dress, cleanliness, neatness of hair and other factors related to good grooming.

Time is given to the discussion of attitudes and the need for good healthy attitudes on the job. We discuss the attitudes that students have toward the employer, the school, their peers and others at school.

A great deal of emphasis is placed upon good community relations and the role the student plays in the success of the program. The students are made aware of their responsibilities to the success of their work experience.

Each student is given his work assignment and time is given for a discussion period enabling each student to raise questions regarding his assignment.

Each student is given a button to wear on the job. It identifies the student by name as well as gives a few brief facts about the program.

Each student is assigned to a bus route that most conveniently and quickly will get him to work.

It is pointed out to the student that he will work at each station for a maximum of six weeks and in many instances for only three.

# Unit 6 - Selection of Speakers and Field Trips for Career Education

Before we selected speakers for our Friday class sessions, we surveyed the students, trying to determine their interests in this area. We had each of them indicate two or three areas of interest and if possible give the name of an individual they knew who was in this area of work.

We also planned into our schedule speakers from our immediate area that we felt would be of high interest to the students. For example: Mr. Tex Burroughs, Bureau of Labor, Apprenticeship Division. Most of our students didn't know what the word apprenticeship meant, much less know about apprenticeship programs. Many of these same students will be trying to enter such programs within the next 3-3 1/2 years.

We have the students evaluate the speaker (A-5). We determine from their evaluation if they found the speaker interesting. Unless the students are impressed by the speaker personally, much of his effectiveness is lost. The students also comment regarding the content of the material presented.

In selecting field trips the same basic procedures are followed. Students are surveyed regarding interests, others are added based on our judgment of need and usefulness to the students. Students also complete evaluation forms on each field trip (A-5).

It is good to personally contact each individual business when establishing the field trip. It eliminates many problems that otherwise may arise.

All of our field trips are kept to a maximum of ten students. We don't feel that every student needs to go on every trip, but rather, each student should visit those places in which he has a genuine interest.

# SECTION II

## Career Education Curriculum

One Semester

## Unit I - Orientation and Group Process (1 Week)

OBJECTIVES:

1. The student will understand the purpose and requirements of the course. He will be better prepared to receive full benefit from the course.
2. To establish an effective working relationship between student and teacher and between students.
3. Through continuous evaluation the students will be able to relate the group process discussions (effective relationship) to the World of Work as it relates to them.
    a. Get acquainted - threat reduction
    b. Developing communication skills
    c. Developing talking and listening skills for communication
        (1) Being interested in other people
        (2) Showing concern for other people's ideas
        (3) Using verbal and non-verbal clues
        (4) Using positive and negative responses
    d. To develop awareness of verbal and non-verbal clues
    e. The effect role taking (playing) responses have on a group
    f. Develop skills in sharing and accepting ideas in both small and large groups
    g. To get the student involved in procedural palnning
    h. To develop skills in observing and reporting on what is happening in a group
    i. The individual's role in the group

CURRICULUM GUIDE:

1. Overview of course - expectations of work to be covered, and course requirements.
2. Personal Data Sheet (B-1).
3. Group process - two student rotation (B-2).
4. Group Dynamics - three student group (B-3).
5. Theme: My Occupational Goal--Why and How I Plan to Attain it.

## Unit 2 - Self-Understanding (2 Weeks)

OBJECTIVES:

1. The student will become aware of (and understand) aptitudes, interests, values, knowledge, personality traits (habits), physical assets, limitations and achievements and/or accomplishments.
2. The student will gather all possible information about himself for his own use.
3. Each student will compile a profile of himself that will enable him to determine his strengths and/or weaknesses.
4. The student will capitalize on his strength and weaknesses through planned experiences both in and out of school.
5. To get along better with self and others the student will realize how better self-understanding will help him to acquire needed skills, knowledge, attitudes and habits.

CURRICULUM GUIDE:

The following tests and evaluations are to be completed with pre-test and post-test discussions. Each student will keep all test data in a folder to be used in discussion with his individual counselor. Class time will be arranged for this opportunity.

1. Self Evaluation (C-1)
2. Kuder General Interest Survey, from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
3. Occupational Goals Worksheet (C-2)
4. Find Your Own Interests (C-3)
5. Habits and Attitudes that Antagonize (C-4), to be given three times

6. Self-analysis Test (C-5). A vocabulary list is given for study before the test. Scoring directions are also given.
7. Values Worksheet (C-6)
8. Waetjen Self-Concept Scale (C-7). Scoring information is also given.
9. My Self-Analysis Worksheet (C-8). Worksheet to be filled in by student, then an eight paragraphy theme written from those notes.
10. Supplementary Text: Finding Your Orbit by Haldeman, Hoffman, Moore, Thomas.

# Unit 3 - Role of the School in Occupational Planning
## (1 1/2 Weeks)

OBJECTIVES:

1. The student will relate the value of his present studies to future occupational opportunities.
2. The student will be able to relate skills, knowledge, habits, and attitudes of elective courses to salable skills in a future job.
3. The student develops through conferences with his school counselor, his educational plan for high school.
4. The student will analyze and reinforce skills he has developed or needs to develop to be successful at being a student.

CURRICULUM GUIDE:

1. Dropout problem. Discussion of the dropout problem in today's society. Emphasize the positive--why stay in school. Current information of life earnings in accordance to total education is available at the State Employment Office and the Bureau of Labor.
2. Electives offered at Judson Junior High School. Group activity--4 or 5 in each group. Provide groups with a list of all the elective subjects offered at Judson Junior High School. Discuss and list those careers that relate to each elective. Each group present lists to class group and a master list will be made.
3. South Salem High School catalog. Class study and discussion of all courses offered at South Salem High School. Each student will have a catalog for his use.
    a. Group planning. Plan a three-year high school program for each of the following:
        (1) Student planning no education after high school

    (2) Student planning to attend a technical school. Group chooses type of technical school.
    (3) College bound student. Group decides on major field.

b. Each student plans his own three-year schedule for South Salem High School. Teachers help with this, and if possible the counselors assist.

c. Counselors from Sotth Salem High School pre-register the students for the next year.

## Unit 4 - The Role of the Individual in our Economic System
## (2 1/2 Weeks)

OBJECTIVES:

1. The students will become familiar with the basic concepts related to production, distribution and consumption.
2. The student will realize his needs in relationship to a healthy economy.
3. The students will study the operations of a selected business.
4. The student will realize the impact of government in our economic system.
5. The student will investigate his role as a consumer.
6. The student will gain knowledge about the manpower needs of our economic system in relation to the individual.
7. The student will be able to prepare simple forms of household budgets. He will understand and realize the necessity for family budgets.
8. The student will have a good general understanding of the stock market and will learn the procedure individuals must follow to purchase stock.
9. The student will be able to write checks and endorse them properly and understand the necessity of keeping correct up-to-date records.
10. The students will understand the basis of Social Security and realize the need of such a program.

CURRICULUM GUIDE:

1. Consumer and producer. A brief study of the economic system and the role each individual plays as a consumer and producer.
2. Budgeting. Working in groups of four, the students prepare budgets

for a family of two and a family of four with take-home salary of $500 a month.

- a. Class discussion of things to be included in a budget.
- b. Newspaper classified ad sections available for information concerning prices of automobiles and homes, both purchasing and rentals.
- c. Sears and Montgomery Ward's catalogs available for prices of clothing and furniture.
- d. Speaker: Realtor to discuss housing costs, buying and rentals.
- e. Students solicit additional information from parents regarding costs of living.

3. Stock market - individual work.
   - a. Background material presented from a brief explanation and discussion of types of businesses: single proprietorship, partnership and corporation.
   - b. Discussion and explanation of stock exchanges, brokers, and purchase and sale of stocks.
   - c. Copies of the New York Stock Exchange report from local newspapers were made available to each student. They learned how to read and interpret this.
   - d. Each student invested about $200 in each of five stocks they chose, a total of $1,000.
   - e. Weekly New York Stock Exchange reports were posted and students record the prices of each of their stocks.
   - f. At the end of eight or ten weeks students sell stocks and figure the total gain or loss.
   - g. Speaker: A local stockbroker talked to the class and those students who showed an interest were taken on a field trip to his office to see how it operates.

4. Writing checks, filling in check stubs and endorsement of checks.
    a. A brief explanation of banking, savings accounts and checking accounts.
    b. Learn how to correctly keep check stubs and write checks.
    c. Learn correct forms of endorsements.
    d. Practice filling out stubs, writing checks and endorsing checks.
5. Social Security
    a. Background information on Social Security.
    b. Speaker: From the local Social Security office.
    c. Each student who does not already have a Social Security card and number fills out a form and sends it in.

## Unit 5 - Life Careers Game (2 Weeks)

OBJECTIVES:

1. The student will develop a feeling for what the future will be like.
2. Students will receive accurate information about the alternatives or opportunities available.
3. Students will develop a sense of how a life cycle is patterned.
4. Students will develop their decision-making ability.

CURRICULUM GUIDE:

1. Life Career Game available through Western Publishing Co., Inc. School & Library Dept., 150 Parish Dr., Wayne, New Jersey 07470.
2. Students working in pairs plan eight years of a person's life, information taken from the profile sheets. At the end of each round (year) the work is scored and points given.
    a. Wall chart is prepared showing each couple and their scores for each round. Competition is very strong.

## Unit 6 - Introduction to Occupational Research (2 Weeks)

OBJECTIVES:

1. The student will get a brief cursory introduction to the Dictionary of Occupational Titles and its uses in the World of Work.
2. The student will learn the appropriate research acitivities for gathering and evaluating occupational information.

CURRICULUM GUIDE:

1. Dictionary of Occupational Titles, Volumes I & II.
    a. Extra copies of the DOT were borrowed from the State Bureau of Labor so students could work in pairs.
    b. List of terms to better understanding of DOT (D-1).
    c. Worksheet to follow in looking up material in the DOT (D-2).
    d. The occupational title or DOT number is given and students fill in the remaining information on this sheet. (D-3).
    e. Final evaluation of the DOT is based on the information on these pages (D-4).
2. The following books were provided for the students and their perusal in preparation for their in-depth studies.
    a. Occupational Guidance by Finney
    b. Introduction to Vocations by Beam & Clary
    c. A Supplement to the Dictionary of Occupational Titles, U.S. Department of Labor
    d. Occupational Outlook Handbook, U.S. Department of Labor
    e. Series (18): What Job for Me, McGraw Hill Book Company
    f. SRA Kit - Occupational Handbooks
    g. Career Opportunities by New York Life
    h. Technical & Vocational Training Opportunities in Oregon, Oregon Board of Education

i. Lovejoy's Career & Vocational School Guide by Clarence E. Lovejoy

j. Architectural Catalog File - 1966

## Unit 7 - In-Depth Studies (3 1/2 Weeks)

OBJECTIVE:

1. The student will make practical application of those research skills acquired in the occupational research unit. Each student will complete at least two in-depth studies of selected occupations.

CURRICULUM GUIDE:

1. At least one month before time for this unit, each student chooses three occupations in which he is interested and writes for free information. This material will be used in their in-depth study. The addresses are to be found in Finney, SRA and the New York Life book listed in the previous unit. This is also a lesson in writing business letters.
2. Group interviews:
   a. Each group of four selects an occupation in which they are interested, chooses someone in that occupation and makes arrangements for an interview.
   b. Groups make lists of interview questions, then entire class makes up an interview questionnaire from the group lists.
   c. Groups make reports to the class of the information received.
3. Individual interviews: Each student interviews one person, probably a parent or close friend, then make report to class. Questionnaire is used for interview (E-1).
4. Two in-depth studies, using worksheet (E-1) and directions for finished report on (E-2). Resource materials are those listed in the previous unit and any information students may have received in reply to their letters written earlier.

## Unit 8 - How to Get and Keep a Job (4 Weeks)

OBJECTIVES:

1. Each student will review his future educational needs and reassess occupational opportunities.
2. Each student will clarify his understanding of regulations and agencies controlling or affecting workers.
3. The students will know effective resources and techniques for locating and acquiring jobs.
4. The student will identify factors involved in holding and succeeding in a job.
5. The student will identify guidance resources which will assist persons whose educational or occupational plans require change.

CURRICULUM GUIDE:

1. Notebook requirements for this unit. (F-1)
2. The text Jobs in Your Future used with this unit. Interest fields, laws about jobs, need for education, finding your interest field. pp. 1-39.
3. Sources of job information. Jobs in Your Future, pp. 51-57. classified ads (F-2).
4. Job application.
    a. Letters of application
        (1) Classified ad selection (F-3) listing jobs available for teenagers. Students write a letter of application. This is with no previous instruction on this type of letter.
        (2) Parts of a business lettera and correct style discussed.
        (3) Students rewrite letter of application.

b. Personal Data Sheet (F-4) filled out by each student.

c. Application blanks (F-5 and F-6) filled out by each student.

5. The interview. (All of the following papers are discussed in class)

   a. When you apply for a job (F-7) and Ten Steps to Land a Job (F-8).

   b. Grooming for boys and girls for the interview (F-9). Class divided into groups, each taking one item from this paper, making a list, then presenting it to the class. Discussion follows.

   c. Speaker from Oregon State Employment office talks to students about how to use their office and job possibilities for teenagers. Showed film from his office How to Apply for a Job.

   d. Simulated interviews:

      (1) Lists of jobs suitable for teenagers, both boys and girls (F-10), passed out to students. They select one they would like to be interviewed for.

      (2) An adult from outside of the classroom is invited in to interview the students for the jobs they have chosen. Discussion follows the interviews.

   e. Employer initiated tests:

      (1) Mental alertness test (F-11).

      (2) Mental reasoning test (F-12).

   f. Review test on the interview (F-13).

   g. List of fifty ways to avoid being hired (F-13).

6. How to Keep a Job (All of the following papers were discussed in class)

   a. Jobs in Your Future, pp. 65-84.

   b. Ten Easy Lessons in Conversation (F-14).

  c. Letter to Teenage Job Seeker (F-15).
  d. Foundation of a Successful Future (F-16).

7. Course evaluation questionniare (F-17).
8. Self-study guides used in this unit Succeeding on the Job and Applying for a Job by Rath, Mason and Phipps.
9. Supplementary book, Getting a Job by Florence Randall.
10. Guidance Booklets - Staff Manual & Curriculum Guides.
    Success & You - Life & You - Work & You - The Future & You

# APPENDIX

## A-1. Work Station Agreement

SALEM PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Rd., S. E.
Salem, Oregon 97302

This Career Education Program is a pilot demonstration project sponsored jointly by the Oregon Board of Education and the Salem Public Schools, through the use of Federal funds, E.S.E.A. Title III.

The following statements attempt to explain the responsibilities of the various participants in the Community Education Program.

1. The major purpose of this program is to provide boys and girls with career information which cannot be presented in the conventional classroom.
2. The school district will provide a coordinating teacher to supervise the student while he attends the community classroom. He will make regular visits to the learning stations to observe students and consult with the community consultants.
3. Community consultants will provide periodic evaluations of students. The coordinating teacher will be responsible for the nine-week, overall evaluation and grade which becomes a part of each student's permanent school record.
4. The student will enter this program to learn as much about careers as he can from community consultants and their staffs at community learning stations.
5. Student activities in the community classroom will be determined by the community consultant in conjunction with the Judson Junior High School coordinating teacher. Students will be treated as members of the community classroom staff, subject to the same regulations as the staff.
6. To remain in the career education program students must keep regular attendance. They cannot attend the community classroom on days that they fail to attend regular classes. Students will be expected to notify the community classroom consultant by 8:00 A.M. any morning they are absent.
7. The student will be expected to be honest, punctual, cooperative, courteous and willing to learn. The student may be removed from the community classroom for just cause; however, the community consultant is to request consultation with the coordinating teacher beforehand.
8. The school reserves the right to approve the attendance hours, because the community classroom operates during the legal school day.
9. Parents or guardians will share responsibility for the conduct of their sons or daughters in this program.
10. The length of time a student spends at any one community learning station may vary; however, a minimum of three weeks and a maximum of six weeks will be considered normal for any one student. A student will spend a total of 18 weeks in community learning stations.

11. A student will normally spend 1 1/2 hours a day, Monday through Thursday, at the community learning station. In order for students to take advantage of special activities occurring outside the normal hours, permission will be obtained from their parents and the coordinating teachers. The regular school field trip visitation form prepared for this purpose will be used.

12. Any change in learning stations within the program must be arranged in advance by the community classroom consultant and the coordinating teacher.

13. The community consultant is asked to inform regular members of his staff of their important role in assisting in the teaching of the student and of the school's request for their assistance.

14. Students are not to seek employment at any community learning stations during the time of their assignment. Community consultants will not offer employment to any student during the time of the student's assignment to his establishment.

15. The school district will provide state industrial accident insurance for the student as provided for in Chapter 374 Oregon Laws ORS 656.001 to 656.794 relating to benefits for injured trainees.

## OREGON LAWS 1967

## CHAPTER 374

## AN ACT

Relating to benefits for injured trainees.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OREGON:

Section 1. Section 2 of this Act is added to and made a part of ORS 656.001 to 656.794.

Section 2.

(1) All persons participating as trainees in a work experience program of a school district in which such persons are enrolled are considered as workmen of the district subject to ORS 656.001 to 656.794 for purposes of this section.

(2) A school district conducting a work experience program shall submit a written statement to the department that includes a description of the work to be performed by such persons.

(3) Upon receiving the written statement the department may fix assumed wage rates for the persons enrolled in the work experience program, without regard to ORS Chapter 652 or 653 or Chapter 596, Oregon Laws 1967 (Enrolled House Bill 1340), which may be used only for purposes of computations under ORS 656.001 to 656.794.

(4) The school district shall furnish the department with a list of the names of those enrolled in its work experience program and shall notify the department of any changes therein. Only those persons whose names appear on such a list prior to their personal injury by accident are entitled to benefits if injured as provided in ORS 656.156 and 656.202 while performing any duties arising out of

and in the course of their participation in the work experience program, provided the duties being performed are among those:
(a) Described on the application of the school district; and
(b) Required of similar full-time paid employees.

(5) The filing of claims for benefits under this section is the exclusive remedy of a trainee or his beneficiary for injuries compensable under ORS 656.001 to 656.794 against the State, its political subdivisions, the School District Board, its members, officers and employees, or any employor, regardless of negligence.

(6) The provisions of this section shall be inapplicable to any trainee who has earned wages for such employment.

Approved by the Governor, June 12, 1967
Filed in the office of Secretary of State, June 12, 1967

The following staff members of Judson Junior High School are working directly with the Community Education Program: Jerry Angelo, (Mrs.) Neddra Anderson, Coordinating Teachers; Thomas Hornig, E.S.E.A. Title III Project Director; Pete Presley, Assistant Principal; Dr. Earl Hampton, Principal.

| | | |
|---|---|---|
| Name of Learning Station | Owner/Manager | Date |
| Address | Telephone | |
| E.S.E.A. Title III #24-024-901-0 | Thomas B. Hornig<br>Project Director | Date |

TBH:ps

9/69

## A-2. Parent Agreement

SALEM PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Rd., S. E.
Salem, Oregon 97302

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3. Community consultants will provide periodic evaluations of students. The coordinating teacher will be responsible for the nine-week, overall evaluation and grade which becomes a part of each student's permanent school record.

4. The student will enter this program to learn as much about careers as he can from community consultants and their staffs at community learning stations.

5. Student activities in the community classroom will be determined by the community consultant in conjunction with the Judson Junior High School coordinating teacher. Students will be treated as members of the community classroom staff, subject to the same regulations as the staff.

6. To remain in the career education program students must keep regular attendance. They cannot attend the community classroom on days that they fail to attend regular classes. Students will be expected to notify the community classroom consultant by 8:00 A.M. any morning they are absent.

7. The student will be expected to be honest, punctual, cooperative, courteous and willing to learn. The student may be removed from the community classroom for just cause; however, the community consultant is to request consultation with the coordinating teacher beforehand.

8. The school reserves the right to approve the attendance hours, because the community classroom operates during the legal school day.

9. Parents or guardians will share responsibility for the conduct of their sons or daughters in this program.

10. The length of time a student spends at any one community learning station may vary; however, a minimum of three weeks and a maximum of six weeks will be considered normal for any one student. A student will spend a total of 18 weeks in community learning stations.

11. A student will normally spend 1 1/2 hours a day, Monday through Thrusday, at the community learning station. In order for students to take advantage of special activities occurring outside the normal hours, permission will be obtained from their parents and the coordinating teachers. The regular school field trip visitation form prepared for this purpose will be used.

12. Any change in learning stations within the program must be arranged in advance by the community classroom consultant and the coordinating teacher.

13. The community consultant is asked to inform regular members of his staff of their important role in assisting in the teaching of the student and of the school's request for their assistance.

14. Students are not to seek employment at any community learning stations during the time of their assignment. Community consultants will not offer employment to any student during the time of the student's assignment to his establishment.

15. The school district will provide state industrial accident insurance for the student as provided for in Chapter 374 Oregon Laws ORS 656.001 to 656.794 relating to benefits for injured trainees.

## OREGON LAWS 1967

## CHAPTER 374

## AN ACT

Relating to benefits for injured trainees.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OREGON:

Section 1. Section 2 of this Act is added to and made a part of ORS 656.001 to 565.794.

Section 2.

(1) All persons participating as trainees in a work experience program of a school district in which such persons are enrolled are considered as workmen of the district subject to ORS 656.001 to 656.794 for purposes of this section.

(2) A school district conducting a work experience program shall submit a written statement to the department that includes a description of the work to be performed by such persons.

(3) Upon receiving the written statement the department may fix assumed wage rates for the persons enrolled in the work experience program, without regard to ORS Chapter 652 or 653 or Chapter 596, Oregon Laws 1967 (Enrolled House Bill 1340), which may be used only for purposes of computations under ORS 656.001 to 656.794.

(4) The school district shall furnish the department with a list of the names of those enrolled in its work experience program and shall notify the department of any changes therein. Only those persons whose names appear on such a list prior to their personal injury by accident are entitled to benefits if injured as provided in ORS 656.156 and 656.202 while performing any duties arising out of

and in the course of their participation in the work experience program, provided the duties being performed are among those:

(a) Described on the application of the school district; and

(b) Required of similar full-time paid employees.

(5) The filing of claims for benefits under this section is the exclusive remedy of a trainee or his beneficiary for injuries compensable under ORS 656.001 to 656.794 against the State, its political subdivisions, the School District Board, its members, officers and employees, or any employer, regardless of negligence.

(6) The provisions of this section shall be inapplicable to any trainee who has earned wages for such employment.

Approved by the Governor, June 12, 1967
Filed in the office of Secretary of State, June 12, 1967

The following staff members of Judson Junior High School are working directly with the Community Education Program: Jerry Angelo, (Mrs.) Neddra Anderson, Coordinating Teachers; Thomas Hornig, E.S.E.A. Title III Project Director; Pete Presley, Assistant Principal; Henry Ercolini, Principal.

| | |
|---|---|
| ______________________________ | ______________ |
| Participating Student | Date |
| ______________________________ | ______________ |
| Parent/Guardian of Participating Student | Date |
| ______________________________ | ______________ |
| Coordinating Teacher | Date |
| ______________________________ | ______________ |
| Project Director E.S.E.A. Title III | Date |

TBH:ps

9/69

## A-3. Parent Field Trip Permission Slip

SALEM PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Rd., S.E.
Salem, Oregon 97302

## PARENT PERMISSION FOR SCHOOL TRIPS

In order for my child, a minor, to take part in and receive the advantage of the Career Education Program planned and sponsored by Judson Junior High School, Salem School District 24J, Marion County, Oregon, I am permitting

______________________________________________________________

to participate in all field trips relating to the program.

Transportation may be provided in such form and at the discretion of the School District, as approved by the Superintendent.

I release School District 24J and its employees, and waive all claims of any kind arising out of the trips taken as here provided.

I also authorize School District 24J and its employees to secure the services of a physician or hospital, and to incur the expenses for necessary servies in the event of accident or illness, and I will provide for the payment of these costs.

I understand that the permission granted above does not release School District 24J or its employees where gross negligence is established.

Signed______________________________
parent/guardian

Date________________________________

## A-4. Community Consultant Evaluation Sheet

SALEM PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Rd., S. E.
Salem, Oregon 97302

# COMMUNITY CONSULTANT EVALUATION OF STUDENT

Student:____________________ Community Consultant:____________________
(Person Compiling Evaluation)

Community Learning Station:____________________ Evaluation Period-From________to:________

The Career Education Program is a cooperative effort between the learning station and the school. This evaluation report will furnish a means by which the learning station and the school may cooperate in evaluating the performance of the student, to help the coordinating teacher to determine a proper grade for the learning period, and in counseling with the student.

Please indicate on the scale below your estimate of the student's performance in relation to his personal abilities.

| | Excellent | Satisfactory | Needs Improvement | Not Applicable |
|---|---|---|---|---|
| Personal Traits: | | | | |
| Grooming | | | | |
| Suitability of Dress | | | | |
| Punctuality | | | | |
| Tact & Courtesy | | | | |
| Performance: | | | | |
| Accuracy | | | | |
| Initiative | | | | |
| Dependability | | | | |
| Getting along with customers | | | | |
| Getting along with fellow employees | | | | |
| Ability to follow directions | | | | |
| Acceptance of constructive criticisms | | | | |
| Progress on the job | | | | |

Special Comments:

9/69

## A-5. Student Evaluation Form for Speakers, Field Trips, and Films

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## EVALUATION FORM

STUDENT'S NAME:____________________________________ DATE:_______________

Resource Speaker:________________________________________

Subject Covered:_________________________________________

---

Field Trip - Business:___________________________________

---

Film:__________________________________________________

---

Important points covered:

1.

2.

3.

4.

5.

6.

7.

Rating: (Circle One)

Excellent Good Fair Poor

Comments:

## B-1. Personal Data Sheet

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

Date: ____________________

PERSONAL DATA SHEET

Confidential

(Please Print)

Name ________________________________________ Age ________
Last First Middle

Birthdate ____________________ Place ____________________
Month Day Year City State

Years in this community __________ Years in this State ____________________

Father's Name ______________________________ Father's Age __________

Father's place of birth ________________________________________

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocation School College Degree
(circle the appropriate item)

Mother's name ______________________________ Mother's Age __________

Mother's place of birth ________________________________________

Schooling completed 8 or less 9 10 11 12 Business College Some College Other Vocation School College Degree

Father's Occupation ________________________________________

Mother's Occupation ________________________________________

Do you live with your parents __________ If not, is mother living __________

Is father living __________ With whom do you live if parents are separated or divorced ________________________________________

Do you live with a step-parent __________ Do you live with a guardian __________

How many brothers do you have that are older than you ______ How many younger ______

How many sisters do you have that are older than you ______ How many younger ______

Do you, or would you, like to travel __________ In how many states have you traveled __________ Have you been in foreign countries ________ If so, which ones ______________________________ When ____________________

Do you like school better or less than when you were in the lower grades __________

What hobby do you enjoy most ________________________________________

1. What kind of work do you plan to do for a living? ____________________________

2. What is your second choice? ____________________________

3. What do your folks want you to be? ____________________________

4. What subject(s) do you like best? ____________________________

5. What subject(s) do you like least? ____________________________

INDICATE BY WRITING YES OR NO OR I DON'T KNOW ON THE FOLLOWING

6. Do you plan to complete high school? ____________________________

7. Do you plan to take vocational training after high school? ____________________________

8. Do you plan to go to a 4-year college? ____________________________

9. Do your folks want you to go to school beyond high school ____________________________

Signature____________________________

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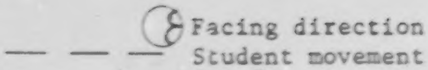
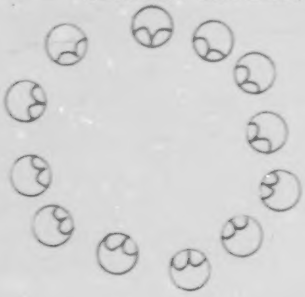
## B-2. Group Process (Two-Student Rotation)

# GROUP PROCESS

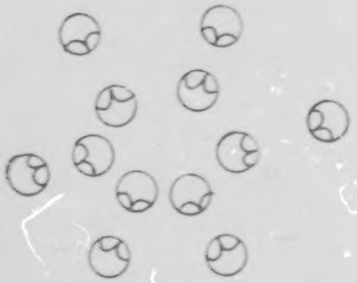
## TWO-STUDENT ROTATION



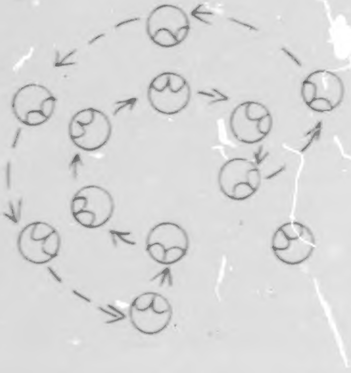
Objective: Get acquainted - threat reduction



1. Organize into one circle with the students facing the center of the circle. (Diag. #1) Ask two students to rotate their chairs so they will be facing each other. Then, starting at this couple, instruct the students to form into two-somes in the same manner as the first couple. (Diag. #2)



2. Ask the students to get acquainted with each other by asking questions of each other. To start, some of the following questions might be appropriate:
    - a. What is your name?
    - b. What do you most like to do?
    - c. What are some things you've done that you have enjoyed?
    - d. What about other people impresses you the most?
3. Adjust the time of the visit to the activity rate of the participants. A very active group may use 2-5 minutes; a very inactive group may use only 1 minute.
4. Designate a person in the outside circle as a reference person. This person will never change chairs during this activity. All others will change chairs each time there is a move. Refer to diagram #3 to see how the movements are made.



5. Continue as in item #4 until the participants return to their original seats.

6. You might discuss with the participants the following:

    a. What was most interesting to you of the things discussed?

    b. What happened or what was discussed that did the most to get you acquainted with the other person?

    c. What else might you have discussed to allow you to become better acquainted?

## B-3. Group Dynamics (Three-Student Group)

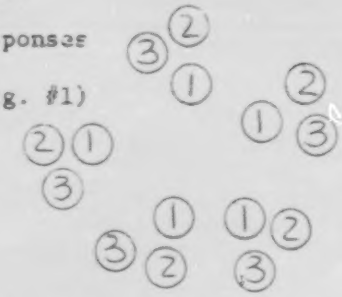
# GROUP DYNAMICS

## THREE-STUDENT GROUP

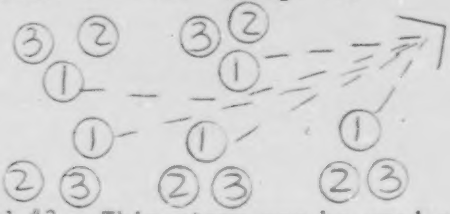
— — — Student movement
- - - - - communication flow

Group Process and Communication Skills Development

1. Objectives
    - A. Developing talking and listening skills for communication
    - B. Developing communication skills
        - (1) being interested in other people
        - (2) showing concern for other people's ideas
        - (3) using verbal and non-verbal clues
        - (4) using positive and negative responses
2. Students organize into three-somes. (Diag. #1)



3. #1 from each group leaves the room. (Diag. #2)

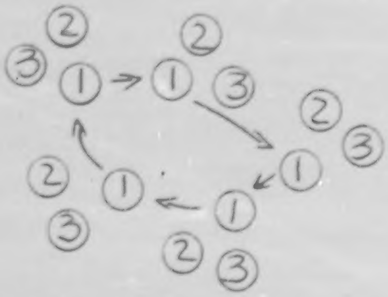


4. Read a story to #2 and #3. This story may be used or you may write another. "We understand school will be closed next week because of an emergency in farm labor. Students will not be forced to work, but school officials are going to check to see how many students show up for work. What do you plan to do next week?"

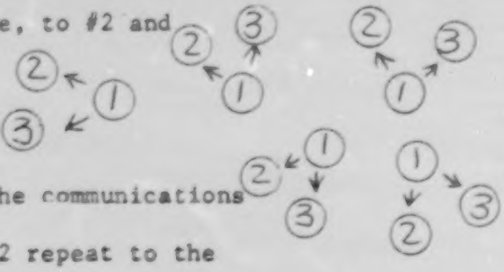
5. Students who were outside re-enter the room.

6. Students who heard the story discuss their plans. The one who left the room (#1's) listens.

7. #1 of each group moves clockwise to the next group. (diag. #3)

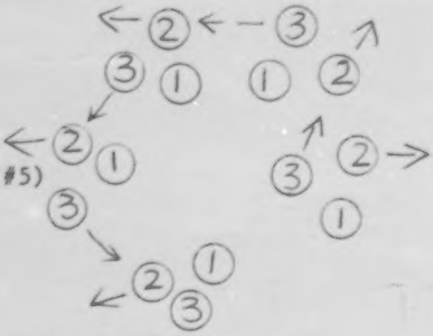


8. #1 tells what was discussed in the group from which he came, to #2 and #3. (Diag. #4)



9. Check to see how well the communications got through by having #2 repeat to the class what #1 said. (Diag. #5)

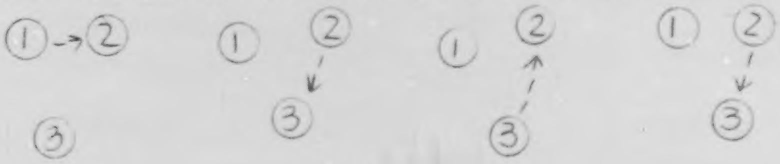
10. #3 of the group from which this communication originated verifies accuracy, completeness, etc. of the report. (Diag. #5)



11. Evaluation of experiences.

12. Additional skills practices to improve three's communication.

13. The #1's will start the conversation on "How to improve communication skills". The #2 will tell #3 what #1 has discussed. Then #3 will check the accuracy of the report by responding "yes, you are correct" or "No you are wrong". If #2 fails he must try again. Continue this process until each student has had a chance to start the discussion.



## C-1. Self-Evaluation Worksheet

## CAREER EDUCATION PROGRAM - E.S.E.A TITLE III
## JUDSON JUNIOR HIGH SCHOOL

### SELF EVALUATION

Besides obtaining information about careers, occupations, and jobs and the training they require, you need to consider yourself before you can make a decision as to what kind of a career you should choose. It is very important to UNDERSTAND YOURSELF as well as possible. How can you? The answers to two questions would be most helpful --

What do I need to know about myself?

How do I find out?

Consider the following six areas:

1. Your achievements or accomplishments
2. Your interests
3. Your aptitudes
4. Your personality
5. Your values
6. Your physical assets or limitations

Appraise yourself in terms of these personal characteristics. Here are three ways.

1. Experience. The following check list is for your use in evaluating yourself. It is not a test, neither is it complete, but it does provide a way for you to get before yourself on one page some of your own ideas about yourself.

2. Other people's observation of you. Your parents, your classmates, your teachers, others can be very helpful in sharing their appraisal of you. They may evaluate the record you have made. They may also tell you what reaction they have to you as a person. Perhaps you will want to show them your completed check list.

3. Vocational tests or inventories. To supplement your school records and to provide another basis for evaluating personal characteristics, there are various kinds of tests or inventories you can take. Ask your counselor or instructor about them. You may wish to compare your appraisal of yourself on the check list with other information.

# SELF EVALUATION (CONTINUED)

## MY ACHIEVEMENTS

| How well have I done in: | Very Well | Well | Fair | No Exp. | | Very Well | Well | Fair | No Exp. |
|---|---|---|---|---|---|---|---|---|---|
| English & Language | | | | | Student Government | | | | |
| Social Studies | | | | | Name other activities | | | | |
| Science | | | | | | | | | |
| Mathematics | | | | | Mechanical Work | | | | |
| Music, art, & literature | | | | | Office jobs | | | | |
| | | | | | Selling jobs | | | | |
| Sports | | | | | Manual labor | | | | |

## MY INTERESTS

| How well do I like: | Very Much | Some | Very Little | No Basis | | Very Much | Some | Very Little | No Basis |
|---|---|---|---|---|---|---|---|---|---|
| Science | | | | | Serving People | | | | |
| Mathematics | | | | | Persuading People | | | | |
| Music, art, & literature | | | | | Planning and organizing | | | | |

## MY APTITUDES

| How good am I at: | Very Good | Good | Fair | No Exp. | | Very Good | Good | Fair | No Exp. |
|---|---|---|---|---|---|---|---|---|---|
| Forming mental pictures | | | | | Reading and writing | | | | |
| Sizing up a situation quickly | | | | | Solving problems by reasoning | | | | |
| Using figures & symbols | | | | | Speed & accuracy in assembling | | | | |
| Speaking before groups | | | | | Drawing and Painting | | | | |

## MY PERSONALITY

| I believe that I am: | Yes | No | | Yes | No |
|---|---|---|---|---|---|
| Well liked by most people | | | One who treats others so their feelings are not hurt | | |
| Regarded as a "sales" type | | | | | |
| Able to accept criticism and benefit by it | | | Bothered by fears that I won't succeed | | |
| Able to tackle tough problems and succeed | | | One who does things well and promptly even if I don't like to do them | | |

## SELF EVALUATION (CONTINUED) Page 3

### MY VALUES

| How important to me is | Very | Some | Little | I don't know | | Very | Some | Little | I don't know |
|---|---|---|---|---|---|---|---|---|---|
| Money | | | | | Holding Offices | | | | |
| Security | | | | | Personal appearance | | | | |
| Home life | | | | | Maintaining standards of personal conduct | | | | |
| Service to others | | | | | | | | | |

### MY PHYSICAL ASSETS OR LIMITATIONS

---

I should consider the following physical assets or limitations when selecting a vocation:

## C-2. Occupational Goals Worksheet

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## OCCUPATIONAL GOALS WORKSHEET

Student's Name ______________________________ Date ______________________

The title of this unit is "Self-Understanding". You know a lot about yourself already. You have probably had at least one ambition to "be something when I grow up". Maybe you have an ambition now, or several of them. This is one set of understandings you ought to have; what your choice, or goal, is now.

Use these thought and memory seekers to help you recall, record, and write about your occupational choice, or goal.

When I was a little kid, I said to myself (and maybe to others), "When I grow up, I'm going to be a:

______________________________, or a ______________________________,

or a ______________________. I remember the reason that being a __________

________________ sounded good; it was because ______________________________

______________________________________________________________________

______________________________________________________________________

And the other things I wanted to be were because ______________________________

______________________________________________________________________

______________________________________________________________________.

Since then I have had other ideas about what I would like to work at as an adult. Some of them have been for short periods of time, and some for longer periods.

| Job | Interested me because | Length of Interest |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

I have thought about some jobs that look good, but I've decided against them as real possibilities because I would never be able to learn enough to do them; jobs like

| Job | Reason I couldn't learn it |
|---|---|
|  |  |
|  |  |

If I could be anything in the world, I would like to be a(n) ______________________

______________________ because ______________________________________________

______________________________________________________________________

Of all the people I have ever known or heard about, the one person I admire most is:

____________________ because ____________________

________________________________________

________________________________________.

The most important job in the world, I think is ____________________

because ________________________________________

________________________________________.

The job I really like and think that I could learn to do and be happy with for all of my adult working life is ____________________. This is my "Occupational Goal (Choice)" because ____________________

________________________________________

________________________________________.

I plan to attain it (to actually end up working at this kind of job) first in junior high school by ____________________

________________________________________

________________________________________.

In senior high school I will continue to prepare for it by ____________________

________________________________________

________________________________________

________________________________________.

After my high school years I will ____________________

________________________________________

________________________________________

________________________________________

________________________________________

And while I am working at my first full time job I will be preparing for future chances to get better jobs in this line of work by ____________________

________________________________________

________________________________________.

## C-3. Find Your Own Interests

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## FIND YOUR OWN INTERESTS

Helpful Planning for the Future

NAME______________________________ SEX______________ GRADE_________ AGE__________

I. What does the school record show? (Consider grades 7, 8 and 9)

A. Average grade in English______, Math_____, Science_____, and in Social Studies_____.

B. Two favorite school subjects and give average grade for each:

1.____________________ Grade_____; 2.__________________ Grade_____

II. School activities (sports, plays, club work, etc.) are important:

A. Favorite School activity________________________________________

1. It is interesting because________________________________________

________________________________________________________________

2. Major offices held, if any, in this organization______________________

________________________________________________________________

B. Another favorite school activity is______________________________ because it________________________________. Offices held in that organization have been________________________________________

C. Other school activities that would be nice to be a part of are:__________

________________________________________________________________

III. Three favorite hobbies outside of school are: 1.______________________

2.________________________________ 3.________________________________

IV. The skill that I feel best qualified to perform is__________________________

V. The course of study or special training that appeals most to me is

______________________________________________

VI. I have been told by my __________________ that I was especially good at __________________ and __________________

VII. Members of my family and/or friends have suggested a career as __________ __________ to me, and I feel it would be __________________

VIII. The work I would really like to do for a living is __________________ __________________. Why? __________________

IX. Members of my family who have done this kind of work are __________________

______________________________________________

X. My parents urge me to complete at least __________ years of school.

XI. Their schooling consisted of grade school, __________________ __________ and __________________

XII. I have held part-time and/or summer jobs as 1. __________________

2. __________________ 3. __________________

I liked job number ________ the best. Job number ________ paid the best. It seemed I was most useful and learned the most on job number ________.

XIII. Reading:

A. My favorite newspaper is __________________. The part I enjoy most is __________________

B. The magazines I most often read for pleasure are: 1. __________________

2. __________________ and 3. __________________

C. The book I most recently read for pleasure was __________________ __________________. That was ________ months ago.

XIV. The TV (or radio) programs I prefer are: 1. __________________

2. __________________ 3. __________________

| XV. CHECK THE APPROPRIATE COLUMN FOR THE FOLLOWING: | YES | NO |
|---|---|---|
| 1. Am I the type of person who can follow instructions to the letter? | | |
| 2. Do I mind being told how to do a certain thing? | | |
| 3. Do I like doing a task exactly the same way each time? | | |
| 4. Am I exact in the things I do? | | |
| 5. Do I always remain calm when: | | |
| A. Taking a test in school? | | |
| B. Having plans suddenly changed? | | |
| C. Losing an argument? | | |
| D. Losing something important? | | |
| E. Participating in a sporting event? | | |
| 6. Do I state my ideas clearly, verbally, and in writing? | | |
| 7. Am I accurate in my oral and written work? | | |
| 8. Do I enjoy writing? | | |
| 9. Do I enjoy speaking? | | |
| 10. Do I most enjoy working by myself? | | |
| 11. Do I most enjoy working with others? | | |
| 12. Do I prefer working outdoors? | | |
| 13. Do I enjoy meeting new people? | | |
| 14. Do I enjoy working with my hands? | | |
| 15. Would I rather do research than repair work? | | |
| 16. When I take my first permanent job, the beginning salary will be more important than possible future raises. | | |
| 17. Advancement, to me, means increasing pay more than status or social acceptability. | | |
| 18. Short hours and "good" vacations have more appeal to me than concern about security and retirement. | | |
| 19. Am I more concerned about what I think of myself than of what others think of me? | | |
| 20. Do I feel more challenged than threatened when confronted with decisions and responsibility. | | |
| 21. Does it seem important that the wife should hold a job outside the home in order to help the family's standard of living. | | |
| 22. Does having a job and family appeal to me? | | |

## C-4. Habits and Attitudes that Antagonize

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## HABITS AND ATTITUDES THAT ANTAGONIZE *

Student's Name________________________ Date: First Check:____________
Second Check:____________
Third Check:____________

The items on the attached page are based on results of hundreds of answers to the question, "What habits and attitudes cause you to dislike people?"

Consider each habit on the attached list and check it on your form as "True" or "False" as it applies to you. Columns are included for future checkings to determine whether or not you are progressing in your personality development. Be Honest!

| Item Number | FIRST CHECK | | SECOND CHECK | | THIRD CHECK | |
|---|---|---|---|---|---|---|
| | True | False | True | False | True | False |
| 1 | | | | | | |
| 2 | | | | | | |
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CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## HABITS AND ATTITUDES THAT ANTAGONIZE (CONTINUED) CHECK LIST Page 2

| Item Number | FIRST CHECK | | SECOND CHECK | | THIRD CHECK | |
|---|---|---|---|---|---|---|
| | True | False | True | False | True | False |
| 40 | | | | | | |
| 41 | | | | | | |
| 42 | | | | | | |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | | | | | | |
| 46 | | | | | | |
| 47 | | | | | | |
| 48 | | | | | | |
| 49 | | | | | | |
| 50 | | | | | | |

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CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## TESTS FOR HABITS AND ATTITUDES THAT ANTAGONIZE *

1. I talk too loudly.
2. I make audible sounds while eating or drinking.
3. I use profanity when I am angry.
4. I sometimes appear in public under the influence of alcohol.
5. I pick my nose; I pick my teeth in public.
6. I belch audibly in public.
7. I put my feet up on tables and seats.
8. I hawk (cough) up phlegm and spit it out publicly.
9. I sneeze and cough in the presence of others, without covering my mouth and nose with a handkerchief.
10. I remain seated when talking to an elderly person who is standing.
11. I rush through doors, into elevators, etc., without consideration of the rights and feelings of others.
12. I am egotistic and conceited.
13. I am convinced my opinions are usually the only correct ones.
14. I am habitually too grouchy.
15. I am the "cry baby" type. I "can't take it."
16. I am too quick tempered.
17. I feel that I am inferior to most people.
18. I am too serious most of the time.
19. I am too frivolous and giddy.
20. I am a typical "smart aleck," a "wise guy."
21. I am narrow-minded and intolerant.
22. I use foul language, "gutter talk."
23. I yamn audibly and visibly at lectures, in class, or in church.
24. I am a habitual and confirmed gossiper.
25. I am a liar. My word frequently cannot be relied on.
26. I have a habit of tardiness.
27. I am careless and frequently fail to speak to friends and acquaintances.
28. I am frequently sarcastic.
29. I am sometimes dishonest in little ways.
30. I am rude and discourteous.
31. I am usually selfish, thinking of myself first.
32. I am a habitual borrower.
33. I am careless of other people's property.
34. I am stingy--a "tightwad."
35. I talk too much.
36. I am a human clam--don't talk enough.
37. I am usually lacking in tact.
38. I think practical jokes are great fun.
39. I am mentally lazy.
40. I habitually put things off.
41. I am no good as a conversationalist.
42. I am deceitful and tricky.
43. I have no sense of humor.

44. I have no ambition to succeed in life.
45. I smoke to excess.
46. I drive carelessly.
47. I interrupt other people's conversations.
48. I have little nervous habits and mannerisms.
49. I frequently "pass the buck." I am unwilling to assume the responsibility for my own acts.
50. I think religion is a "racket" and use every opportunity to criticize the church.

*How to Improve Your Personality, Third Edition, Newton & Green, McGraw-Hill Publishing Company.

## C-5. Self-Analysis Test, Vocabulary List, and Scoring Directions

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## SELF-ANALYSIS TEST*

Name______________________________ Date______________________

Self-Analysis rating scale
Score each statement in the scale as follows:

4 points -- (Always) -- excellent
3 points -- (usually) -- good
2 points -- (sometimes) -- fair
1 point -- (rarely or never) -- poor

1. I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly. ______
2. I possess initiative. I attempt work beyond that required. I volunteer contributions to class or school activity. I am a leader in extracurricular affairs. ______
3. I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me. ______
4. I am punctual. I complete assignments on time and keep appointments on time. ______
5. I am obedient. I observe the rules of my school, of my employer, and of my community. ______
6. I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance. ______
7. I possess good judgment. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advice. ______
8. I am tactful. I say and do the right thing when dealing with others. I never give offense to others. ______
9. I am neat and clean. My person and attire are neat and clean. I keep my surroundings for which I am responsible neat and clean. ______
10. I display good taste in attire. My grooming is in the best of taste. ______
11. I have habits of good posture. When I walk, sit, or stand, I create a favorable impression because of my bodily postures. ______
12. I speak well. The words I speak and my enunciation create a favorable impression. ______

---

* Business Behavior, Third Edition, Allien R. Russon, South-Western Publishing Company.

## SELF-ANALYSIS TEST (CONTINUED)

13. I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others. ________

14. I am well mannered. I show a refinement of manner and a natural grace in my contact with others. ________

15. I am healthy. I am practically never ill. ________

16. I have tireless energy. Even after a day's work, my energy is not exhausted. ________

17. I am accurate. I get information correctly. I keep records properly in order. ________

18. I am speedy. I lose no time in doing my work. I get my work done quickly. ________

19. I am honest. I do not tell falsehoods. I do not steal money, time, supplies, or ideas. ________

20. I am adaptable. I turn from one task to another. I am not confused by changes. I adjust myself to people, places, and things. ________

21. I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment. ________

22. I am industrious. I am happy when I am busy. I find work to do at all times. ________

23. I am loyal. I feel strongly the ties that bind me to ideals, institutions, and to people, both those who depend upon me and those upon whom I depend. ________

24. I have executive ability. I plan work with system and with efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me. ________

25. I have businesslike attitudes. I realize the importance of the work to be done. I am not a "clock watcher." I realize the value of time and the importance of giving a day's work for a day's pay. ________

TOTAL SCORE ________

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## Vocabulary List for Self-Analysis Test

intelligent

initiative

dependable

punctual

obedient

cooperative

tactful

good taste in attire

consideration

tireless energy

accurate

speedy

honest

adaptable

industrious

loyal

executive ability

## SELF-ANALYSIS TEST

### Scoring Directions

Above 90 --- Excellent

80 to 89 --- Very good

70 to 79 --- Fair

60 to 69 --- Poor

Items marked 1 or 2 need work on them.

## C-6. Values Worksheet

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## VALUES WORKSHEET

Student's Name________________________________ Date________________

A value is a belief you have that causes you to act the way you do. You make rules for yourself because of your values, or you pick up rules that fit your way of thinking. A value system is a group of values that you follow to get through more complicated times. For example, you wear certain clothes to school but other to a wedding or special event, making sure that colors go together and checking other details to fit the occasion.

Here are some value situations. Make your decisions, then write the rule or rules you have for yourself that you follow in these situations.

1. I am very hungry, I'm at a friend's house. I hate liver. At supper, his mother puts liver on my plate along with servings of other food. I will

   __________________________________________________________,

   Rule(s)____________________________________________________.

2. I'm walking down the sidewalk. I notice a spider running across in front of me. Just as my next step will reach the path of the spider, I

   __________________________________________________________,

   Rule(s)____________________________________________________.

3. On the way out the door to go shopping, my folks tell me to have my room cleaned up by the time they get back in a couple of hours. A TV program I like will be on in a few minutes. As soon as the car leaves the driveway, I

   __________________________________________________________,

   Rule(s)____________________________________________________.

4. A bunch of kids are telling stories about themselves that sound more like bragging than fact. They all look at me as if it were my turn. I

   __________________________________________________________,

   Rule(s)____________________________________________________.

5. I'm sitting at the show. A lady in front of me has on a hat that is getting in my way. I

   __________________________________________________________,

   Rule(s)____________________________________________________.

## VALUES WORKSHEET (CONTINUED)

6. I am in the store. I see a person taking something off a shelf and heading for the door. I

   ______________________________________________________,

   Rule(s)______________________________________________.

7. My math assignment is due after activity period, 15 minutes from now. As I finally get started on it, I notice another student's paper with all the problems worked out. I decide to

   ______________________________________________________,

   Rule(s)______________________________________________.

8. I have an old pair of tennis shoes and a new pair. Before going down to the park to shoot baskets, I put on the ________ pair.

   Rule(s)______________________________________________.

9. In Career Education class I'm given a Values Worksheet. After reading the first paragraph, I

   ______________________________________________________,

   Rule(s)______________________________________________.

10. I walk into a class on the first day of school, the first one in the room. I'll get first pick of where I want to sit, so I walk to the ____________ of the room and sit down.

    Rule(s)______________________________________________.

11. I have 50¢. There's a MAD Magazine and some candy. Each costs 50¢. I buy the ______________________.

    Rule(s) _____________________________________________.

12. Two kids are giving another kid a bad time. I know all three of them, so I

    ______________________________________________________,

    Rule(s)______________________________________________.

13. The class is boring, and so are the assignments. My folks give me some money for good grades, I will probably

    ______________________________________________________,

    Rule(s)______________________________________________.

14. There's a purse on the road. An address and some money are in it, I'll

______________________________________________________________,

Rule(s)________________________________________________________.

15. We're having an argument. My friend, who is bigger than I am, is getting pretty mad. I'm going to

______________________________________________________________,

Rule(s)________________________________________________________.

16. I'd like to have some regular spending money, so I guess I'll go out and

______________________________________________________________,

Rule(s)________________________________________________________.

17. I'm getting close to the end of the assignment; just a couple more to go. I'll just

______________________________________________________________,

Rule(s)________________________________________________________.

18. I'm tired. It's late. I have to get up early tommorow. I look at my toothbrush and

______________________________________________________________,

Rule(s)________________________________________________________.

19. I'm sitting around at home. Nobody is around. I'm feeling real lazy. So I

______________________________________________________________,

Rule(s)________________________________________________________.

20. I'm sitting around at home. Nobody is around. I'm feeling real lazy. Someone I know is walking by the house, so I'll

______________________________________________________________,

Rule(s)________________________________________________________.

## C-7. Waetjen Self-Concept Scale and Scoring Directions

## CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
## JUDSON JUNIOR HIGH SCHOOL

________________________________

### WAETJEN SELF-CONCEPT SCALE

1 2 3 4 5 6 7 8 9

Student's Name________________________ Sex: (Boy or Girl)____________________ Date__________

Instructions: These statements are to help you describe yourself. Please answer them as if you were describing yourself to yourself. Do not omit any items!
Read each statement carefully; select one of the following responses, and next record the number below that represents that particular response in the blank space at the end of that statement.

| Responses: | Completely True | Mostly True | Partly True and Partly False | Mostly False | Completely False |
|---|---|---|---|---|---|
| Number: | 5 | 4 | 3 | 2 | 1 |

Remember you are not trying to describe yourself as others see you, but only as you see yourself.

1. I am usually eager to go to class . . . . . . . . . . . . . . . . . . . ________
2. I never ask teachers to explain something again . . . . . . . . . . . ________
3. I try to change when I know I am doing things wrong . . . . . . . . . ________
4. I wish I did not give up as easily as I do . . . . . . . . . . . . . ________
5. I get the required work done. . . . . . . . . . . . . . . . . . . . . ________
6. I would rather do well than poorly in school. . . . . . . . . . . . . ________
7. Once in a while I put off until tomorrow what I should do today . . . ________
8. I become discouraged easily in school . . . . . . . . . . . . . . . . ________
9. I give up easily in school work . . . . . . . . . . . . . . . . . . . ________
10. I do things without being told several times. . . . . . . . . . . . . ________
11. I am satisfied to be just what I am . . . . . . . . . . . . . . . . . ________
12. I like school jobs which give me responsibility . . . . . . . . . . . ________
13. I like to start work on new things. . . . . . . . . . . . . . . . . . ________
14. I cannot remember directions for doing things . . . . . . . . . . . . ________
15. I do well when I work alone . . . . . . . . . . . . . . . . . . . . . ________
16. I am satisfied with my ability to speak before class. . . . . . . . . ________

## WAETJEN SELF-CONCEPT SCALE (CONTINUED)

17. I am able to get my work done on time . . . . . . . . . . . . . . . . . ________

18. I have difficulty deciding what to study. . . . . . . . . . . . . . . ________

19. I sometimes use unfair means to do my school work . . . . . . . . . ________

20. I do my share of school work . . . . . . . . . . . . . . . . . . . . ________

21. I give up if I do not understand something. . . . . . . . . . . . . . ________

22. I try to be careful about my work . . . . . . . . . . . . . . . . . . ________

23. I get tense when I am called on in class . . . . . . . . . . . . . . ________

24. I make mistakes because I do not listen . . . . . . . . . . . . . . . ________

25. I do things without thinking . . . . . . . . . . . . . . . . . . . . ________

26. I have trouble deciding what is right . . . . . . . . . . . . . . . . ________

27. I find it hard to remember things . . . . . . . . . . . . . . . . . . ________

28. I think clearly about school work . . . . . . . . . . . . . . . . . . ________

29. I cannot express my ideas in writing very well. . . . . . . . . . . . ________

30. I can tell the difference between important and unimportant things in a lesson . . . . . . . . . . . . . . . . . . . . . . . ________

31. I do poorly in tests and homework . . . . . . . . . . . . . . . . . . ________

32. I change my mind a lot . . . . . . . . . . . . . . . . . . . . . . . ________

33. I feel good about my school work . . . . . . . . . . . . . . . . . . ________

34. I do not understand what is going on in class . . . . . . . . . . . ________

35. I am as smart as I want to be . . . . . . . . . . . . . . . . . . . . ________

36. I solve problems quite easily . . . . . . . . . . . . . . . . . . . . ________

37. I can figure things out for myself. . . . . . . . . . . . . . . . . . ________

38. Good grades come easily to me . . . . . . . . . . . . . . . . . . . . ________

39. I know the answer before the rest of the class. . . . . . . . . . . . ________

40. I can usually see the sense in other's suggestions. . . . . . . . . . ________

41. I find it easy to get along with classmates . . . . . . . . . . . . . ________

42. I enjoy being part of the class without taking the lead . . . . . . . ________

43. I take an active part in group projects and activities . . . . . . . ________

44. I try to play fair with my classmates . . . . . . . . . . . . . . . . ________

45. I try to understand the other fellow's point of view. . . . . . . _______

46. I am an important person to my classmates . . . . . . . . . . . . . _______

47. My classmates have no confidence in me. . . . . . . . . . . . . . . _______

48. I am not interested in what my classmates do . . . . . . . . . . . _______

49. I find it hard to talk with classmates. . . . . . . . . . . . . . . _______

50. I feel left out of things in class. . . . . . . . . . . . . . . . . _______

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL - SALEM, OREGON

BUREAU OF EDUCATIONAL RESEARCH AND FIELD SERVICES
University of Maryland

## PROCEDURE FOR THE ANALYSIS OF THE SELF-CONCEPT AS A LEARNER SCALE

The Self-Concept as a Learner Scale, SCAL, is divided into four components which constitute certain dimensions of one's self concept as a learner. Items within each component are judged in terms of the way an adequate learner would respond. These components are listed below as well as the numbers for the items which are relevant to each.

### MOTIVATION

Items
1
through
13

### TASK ORIENTATION

Items
14
through
26

### PROBLEM SOLVING OR INTELLECTUAL ABILITY

Items
27
through
39

### CLASS MEMBER

Items
40
through
50

Each section is divided into positive and negative statements which are listed below in the appropriate sections.

**Motivation**

| Positive Items | Negative Items |
|---|---|
| # 1 | # 2 |
| 3 | 4 |
| 5 | 8 |
| 6 | 9 |
| 7 | 11 |
| 10 | |
| 12 | |
| 13 | |

Maximum Score= 65 Minimum Score= 13

**Task Orientation**

| Positive Items | Negative Items |
|---|---|
| #15 | #14 |
| 16 | 18 |
| 17 | 19 |
| 20 | 21 |
| 22 | 23 |
| | 24 |
| | 25 |
| | 26 |

Maximum Score= 65 MinimumScore= 13

| Problem Solving | | Class Membership | |
|---|---|---|---|
| Positive Items | Negative Items | Positive Items | Negative Items |
| #28 | #27 | #40 | #47 |
| 30 | 29 | 41 | 48 |
| 333 | 31 | 42 | 49 |
| 36 | 32 | 43 | 50 |
| 37 | 34 | 44 | |
| 38 | 35 | 45 | |
| 39 | | 46 | |
| Maximum score= 65 Minimum Score= 13 | | Maximum score= 55 Minimum score= 11 | |

Scoring Procedure:

This procedure was arrived at by members of the Bureau of Educational Research and Field Services, University of Maryland, and faculty of the Institute for Child Study, University of Maryland.

Positive items are given the same weight as the number which students put in the blands for these items. For example, if the student answers Item No. 1 with a "5", a weight of "5" would be assigned to that item in the scoring procedure. If the student answers item No. 1 with a "1", his score for that item would be given a weight of "1". For negative statements, this procedure would be reversed. For example, on negative items the scoring would be:

| Possible Student Responses to Item No. 2 | Scoring Weight |
|---|---|
| 5 | 1 |
| 4 | 2 |
| 3 | 3 |
| 2 | 4 |
| 1 | 5 |

On the Motivation section, the maximum possible score would be "65", and the minimum score would be "13". Maximum and minimum scores are listed below each main section.

Statistical Analysis

A recommended procedure for analyzing the above results would include use of t-tests for distributions which are homogeneous in variance. Homogeneity of variance may be found by use of the Bertlett's Test. In nonparametric statistics are indicated in the analysis, either the Median Test or the Mann-Whitney U Test may be used.

3/17/65/dd
3/8/67-- recut by Oregon State Department of Education Research Section

## C-8. Worksheet for My Self-Analysis Theme

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

# MY SELF-ANALYSIS

1. My likes

2. My dislikes

3. My favorite activities

   A. School

   B. Other

4. My attitude towards the school. Why?

5. My attitude towards the community. Why?

6. My attitude towards my home. Why?

7. Things I do especially well.

8. Things I do poorly.

## D-1. Terms Used in World of Work

# TERMS USED IN WORLD OF WORK

D.O.T. . . . .Dictionary of Occupational Titles

World of Work. . . . . . All existing job titles shown in the Dictionary of Occupational Titles (D.O.T.)

Occupational analysis. . . . A process of (a) grouping related jobs into families of occupations, (b) identifying key occupations, (c) analyzing job descriptions, (d) identifying performance requirements in the key occupations.

Task analysis. . . . . A process of (a) determining and ranking tasks by order of importance and (b) determining the skill and knowledge requirements of the tasks.

Instructional analysis. . . . .A process of (a) grouping knowledges and skills. (b) identifying expected behaviors, (c) organizing knowledge requirements, (d) organizing classroom activities, (e) determining scope and sequence.

Occupational cluster. . . . Related jobs grouped into a family of occupations.

Related occupations . . . . . Jobs in which 100 or more persons are employed in Oregon and which have basic similarities.

Key occupations. . . . . Jobs with 250 or more employed and a five-year expansion/replacement need of 100 more over a five-year period.

Jobs. . . . . On-th-job duties assigned.

Occupational concept. . . . . a generalized idea of performance requirements common to most of the key occupations.

Tasks. . . . . Job components common to a number of occupations.

Knowing or doing skills. . . . . Manipulative or knowledge requirements for doing a job.

Instructional concepts. . . . . A generalized idea of the composite skills and knowledge to be taught.

Levels of instruction. . . . . Scope and sequence for traditional secondary curriculum.

## D-2. How to Use the D.O.T.

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## HOW TO USE THE D.O.T.

A. Look on page 214 of Volume II of the DOT. Pick one "area of work" listed there that interests you. What is it?

B. Between pages 217 and 223 of Volume II, you will find listed alphabetically the "area of work" you have selected. It will be subdivided into a number of more specific fields of work. List these subdivisions and the occupational code number of each.

C. Which of these specific "fields of work" interests you most?

D. Between pages 225 and 529 of Volume II, each of these specific "fields of work" are discussed in more detail. What kind of information is included on the specific field of work you have chosen to investigate?

E. Notice that the information you looked up in "D" above includes a list of specific occupational titles related to that field of work. Select one of these titles for further investigation. Name this occupational title and give its code number.

F. Now turn to Volume I of the DOT. Look up the occupational title you selected in "E" above. Copy the entire definition.

G. Does the above definition tell which industries might employ workers of this type? If not, try to figure it out for yourself by referring to the "Industrial Index" on pages 637-639, Volume II of the DOT. List one or more industries employing this type of worker.

H. Now turn to pages 531-635, Volume II. Look up the industry you named in "G" above. Is the occupational title which you selected listed? Read the list of other occupational titles listed under this industry to discover what other types of workers you would be working with if you pursued this occupation. Name five.

I. Turn to page 1, Volume II, which gives the key to the numerical coding system used to classify occupational titles. Using the occupational code number for the job selected in "D", interpret the meaning of each digit in the code.

J. The last three digits refer to the level of involvement required by that occupation in relation to data (4th digit), people (5th digit), and things (6th digit).

1. Does the occupation you selected and explained in "I" primarily involve working with data? (If so, normally the 4th digit of the code number should be at least as small, if not smaller, than those in the 5th and 6th digits.)

2. Does it primarily involve working with people? (If so, normally the 5th digit code number should be at least as small, if not smaller, than those in the 4th and 6th digits.)

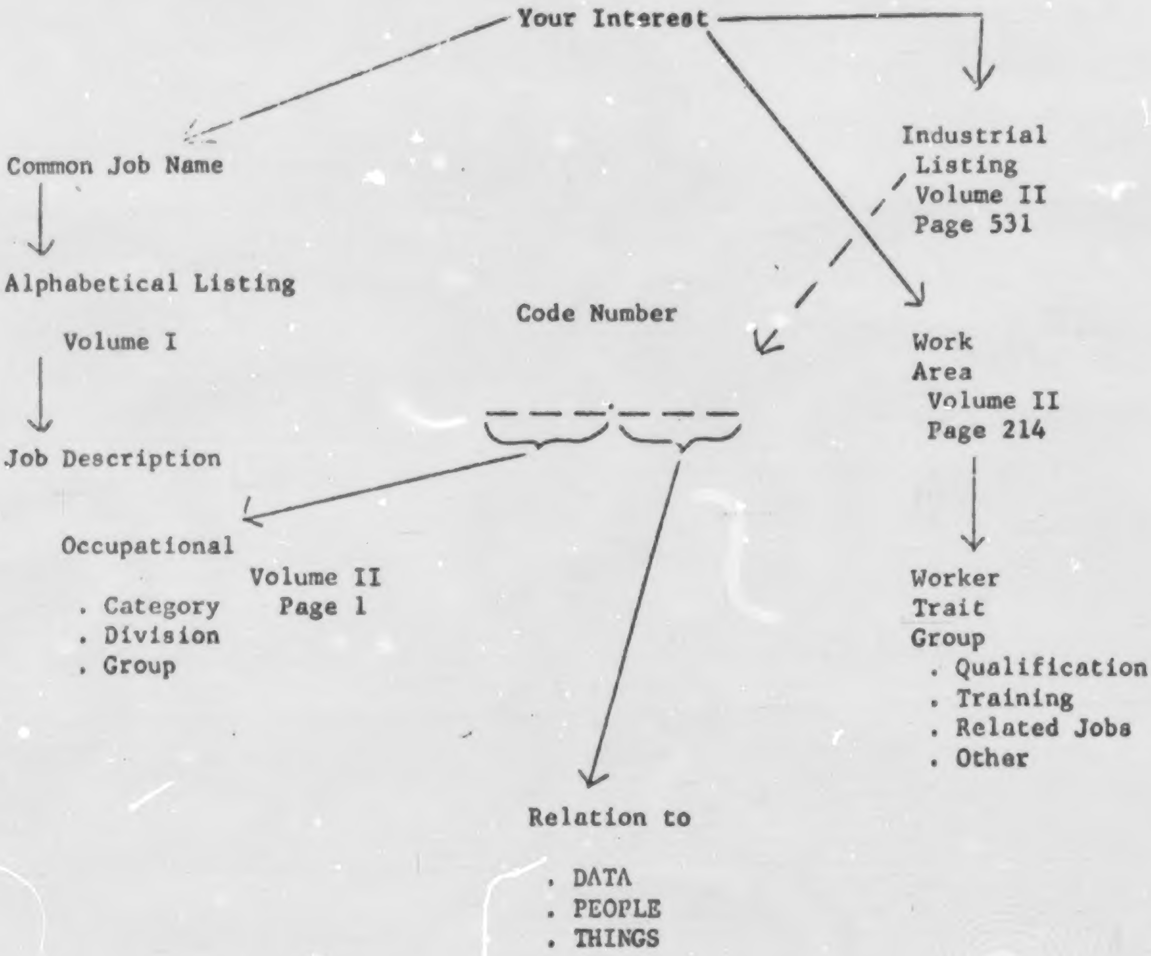
3. Does it primarily involve working with things? (If so, normally the 6th digit code number should be as small, if not smaller, than those in the 4th and 5th digits.)

K. Occupational information files in the Occupational Guidance Handbook contain more information on this occupation. Material is filed by DOT code number. Find out what material is available there and list the title and publisher of available materials.

L. Where else could you go for information on this career?

M. "Research Map for DOT" should be handed out at this time. (See below)

## RESEARCH MAP FOR THE DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.)


Your Interest
Common Job Name
Alphabetical Listing
Volume I
Job Description
Occupational
. Category
. Division
. Group
Volume II
Page 1
Code Number
Relation to
. DATA
. PEOPLE
. THINGS
Industrial
Listing
Volume II
Page 531
Work
Area
Volume II
Page 214
Worker
Trait
Group
. Qualification
. Training
. Related Jobs
. Other

D-3. Worksheet to use with the D.O.T.

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III - JUDSON JUNIOR HIGH SCHOOL

NAME:______________________________ DATE:______________

OBJECTIVE: The student will be better acquainted with the basic mechanics of the DOT. The student will better understand the relationship of the six digits to the job title.

INSTRUCTIONS: You are to select any occupation from Volume I of the Dictionary of Occupational Titles. Copy the job title and DOT number in the blanks provided. Also, copy the number in the vertically positioned blanks. Use Volume II of the DOT (pages 1-24) and copy the job description listed for the one, two and three digit numbers given. Refer to Volume I of the DOT, P. XVIII for the information regarding Data, People, and Things.

OCCUPATION:______________________________ DOT NO.:______________

_____ =

_____ =

_____ =

Data _____ =

People _____ =

Things _____ =

OCCUPATION:______________________________ DOT NO.:______________

_____ =

_____ =

_____ =

Data _____ =

People _____ =

Things _____ =

OCCUPATION:______________________________ DOT NO.:______________

_____ =

_____ =

_____ =

Data _____ =

People _____ =

Things _____ =

## D-4. Final Evaluation on the D.O.T.

## CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
## JUDSON JUNIOR HIGH SCHOOL

NAME:________________________________ DATE:______________________

Based on the student's knowledge of the DOT Occupational Categories and the Data, People, and Things concept, the student is expected to identify and write the occupational titles in the spaces provided.

Example:

| | |
|---|---|
| DOT No. 842.781 Occupation________ | DOT No. (842.781) Occupation (Plasterer) |
| 8 = | 8 = (Structural work occupations) |
| 4 = | 4 = (Painting, plastering, water proofing, and related occupations) |
| 2 = | 2 = (Plasterers and related occupations) |
| Data 7 = | 7 = (no significant relationship) |
| People 8 = | 8 = (no significant relationship) |
| Things 1 = | 1 = (precision working) |

Using Volume II of the DOT, the student will identify the classification of the one, two and three digit occupational groups.

Using Volume I, P. XVIII the student will determine the relationship of the job to data, people, and things.

1. DOT No. 153.228 Occupation______________________________

1 =

5 =

3 =

Data 2 =

People 2 =

Things 8 =

2. DOT No. 153.348 Occupation____________________

1 =

5 =

3 =

.

Data 3 =

People 4 =

Things 8 =

3. DOT No. 861.381 Occupation____________________

8 =

6 =

1 =

.

Data 3 =

People 8 =

Things 1 =

4. DOT No. 372.868 Occupation____________________

3 =

7 =

2 =

.

Data 8 =

People 6 =

Things 8 =

## E-1. In-depth Study Outline

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## IN-DEPTH STUDY

NAME:________________________________ JOB ANALYSIS_________________________
(Title)

DATE:________________________________

1. Brief History:

2. General duties:

3. Earnings: Starting -- maximum -- overtime)

4. Working conditions: hours (shifts), clothing, location, dangers

5. Education, training and abilities required:

6. Fringe benefits: vacation, insurance, retirement, breaks, profit sharing

7. Attractive features and disadvantages:

8. Chances for advancement:

9. Outlook for the future:

## E-2. Directions for In-depth Studies

## CAREER EDUCATION - E.S.E.A. TITLE III
## JUDSON JUNIOR HIGH SCHOOL

1. Use handouts for notes. Not to be handed in.
2. Be sure to get D.O.T. number.
3. Write up in paragraph form. (9) Write in ink or type.
4. Get material from any source.
5. Include with your report any material you may have collected.
6. If possible include report of a personal interview.
7. Title page---your name, date, school, occupation title, D.O.T. number.
8. Hand in each report in a holder or pee-chee when completed.
9. Two in-depth studies due. May do more to raise your grade.

# F-3. Classified Ads for Teen-agers

## CAREER EDUCATION PROGRAM

## LETTER OF APPLICATION

On a separate sheet of paper write a letter of application for one of the following jobs in Salem City Daily Newspaper.

---

STOCK CLERKS, $60 - $72. Trainees. 15 years and older. No experience necessary. Acme Drug Co., 717 North Main Street

---

BABISITTING and light housework. Care for two children, ages 3 and 5. 40 hours a week. $60. Mrs. James Jones, 729 Front Street, S.E.

---

NURSE'S AIDES in nursing home. No experience necessary. Brown Nursing Home, 490 Rest Drive, S.

---

YARDWORK. $1.50 per hour. Minimum 30 hours per week. L.B. Smith, 490 Dogwood Drive, N.W.

---

LAUNDRY WORKERS. 15 years and older. $60 per week. No experience necessary. Elite Laundry, 456 Main Street, S.

---

ATTENDANT at an amusement park. $70 per week. No experience necessary. Afternoons and Evenings. Fun Park, 198 Lake Drive, N.W.

---

BELLHOPS - BUSGIRLS - BUSBOYS. Mountain Resort Hotel. Salary $100 per month plus room and board. Seven days a week, mornings free. Use of recreational facilities. Skyline Resort, P.O. Box 37, Camp Sheridan, Oregon, 97444.

---

STAPLE THIS TO YOUR LETTER OF APPLICATION AND HAND IN.

## F-4. Personal Data Sheet

CAREER EDUCATION PROGRAM

PERSONAL DATA SHEET

NAME: ______________________ AGE: ______________

ADDRESS: ___________________ WEIGHT: ___________

____________________________ HEIGHT: ___________

TELEPHONE: _________________ HEALTH: ___________

EDUCATION: _________________ MARITAL STATUS: ___________

SUBJECTS LIKED:

________________________________________

STUDENT ACTIVITIES:

________________________________________

________________________________________

SPECIAL SKILLS:

________________________________________

________________________________________

WORK EXPERIENCE:

________________________________________

________________________________________

________________________________________

REFERENCES:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## F-5. Application Blank

(Example of State Employment Office Application Form)

Wherever you start your job hunting at a State Employment Service office or at a company, one of the first things you will be asked to do is fill out an application form. This form helps the employer get to know you.

- Follow the directions on the form carefully.
- Fill it out neatly.
- Answer all the questions it asks so the person in charge will not have to ask you to go back and finish it up.

Below is the application form used by the State Employment Service. If there are questions you cannot answer (for instance, if you have never had a job before) leave that part blank.

This is just a practice form. If you are asked to fill out a form like it when you go job hunting and you mess up the form what do you do? Ask for another one. They will be glad to give it to you. The important thing is to make sure the form you finally turn in is neat, complete, and easy to read. This will make a good impression.

## F-7. When You Apply for a Job

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## WHEN YOU APPLY FOR A JOB

Do not apologize for your age. Emphasize ability and experience.
Know something about the firm, its products or its services before you go to apply.
Dress appropriately. Cleanliness, neatness, and good grooming are essential.
Assume an air of confidence but avoid cockiness.
Greet the employer or interviewer with respectful dignity, but in a cheerfully optimistic manner.
Look your man straight in the eye and maintain your poise and self-control.
If inclined to be nervous or shaky and short of breath, breathe deeply, speak deliberately, loud enough to be easily heard, and as clearly and distinctly as you can.
Ask about a specific job or jobs. The folks who say they will do anything probably can do nothing very well.
Answer questions in a straightforward way. Hedging is a danger signal to the employer.
If given an opportunity, outline your training, experience, and interests briefly.
Emphasize what you think you can contribute to the firm, avoiding any mention of your need for work.
Leave the matter of wages, hours, and benefits for consideration after the job has been offered to you. Chances are these will be explained without your asking.
Comply cheerfully with a request to fill out an application blank, to furnish references, to take a physical examination or vocational test.
Leave promptly when the interview is over, with a good-natured, courteous farewell.
Prior to the interview, make a list of your former employers, with names and addresses, and terms of service.
List the names, addresses, and telephone numbers of those you intend to give as references.
Have the above items in a readily accessible place.
Plan enough time so that you won't arrive at your appointment late and breathless.
Have clearly in mind what you think you have to offer an employer.

Be Courageous Be Persevering Be Sincere

## AFTER YOU GET A JOB

Be on time every morning.
Be dependable. Your employer counts on you. Notify him at once if you cannot report for work.
Be pleasant. Don't complain. Remember, you wanted the job.
Follow instructions. Accept responsibility. Work at a steady pace.
Get some recreation every day. Keep yourself physically fit.

## PRESCRIPTION FOR PERSONAL SUCCESS

1. Start with cleanliness, neatness, and proper attire.
2. Watch your health. Get a physical checkup yearly.
3. Try to improve your personality (your facial expression, your attitudes, your friendly interest).

4. Learn how to get along with people.
5. Practice thinking things through. Take time for important decisions.
6. Know your goals, and never stop trying until you arrive.
7. Keep an open mind. Hardening of the attitudes may do you more harm than hardening of the arteries.
8. Get rid of your feelings of inferiority. The world is inclined to take you at your own evaluation. Think positively, not negatively. Recognize your limitations, but cultivate your abilities.
9. Control your emotions. One outburst of temper may cost you your job.
10. Cultivate a sense of humor. Be able to laugh when the joke is on you.

2/70

## HERE ARE TEN STEPS WHICH WILL HELP YOU LAND A JOB IF YOU REALLY WANT ONE

1. Decide what you are looking for. It is a waster of time, bus fare, energy and confidence not to know what kind of job you want.

2. Recognize your limitations. Try to figure out why you lost your last job. If the trouble was not economic or compulsory retirement, try to see how your value to your last employer changed. Was it your fault and why?

3. If you have always been in one occupation and can still do the job, stay in this class of occupations. But, if you suspect that you can no longer handle the work or if opportunities have lessened in that field, begin to think about other jobs.

   How about your hobbies?

   CAUTION! Never tell an employer you can do anything; to him anything means nothing.

4. Enlist the help of your friends and relatives. Don't hesitate to use them. Finding a job is too important to let false pride interfere.

5. Use all employment channels. Register with the State Employment Service. Contact union officials. The more irons in the fire, the better your prospects.

6. Use the newspaper. Not only the help-wanted column but the entire paper. A news item about a new business or a business expansion may be a good lead.

7. Contact former employers. If your last history has been good, a recommendation from that source will carry much weight.

8. Look for jobs in the outlying districts as well as downtown. You will have less competition and consequently your chances are better.

9. Emphasize your experience and don't apologize for your age. Make a good appearance. Don't work too hard on trying to look young. Remember the thing to sell is your experience. Never try to gain sympathy in an interview. Employers are businessmen, not social workers - they must judge you on your ability. Answer questions briefly and truthfully. Don't blow hard on unrelated subjects or your own philosophy.

10. Use letters to gain an interview. Go to the library or ask your counselor for samples of good job applications. Always highlight your strong points. Point out what you know about the particular business. Don't address the letter "Gentlemen" but to some particular individual. Keep up a steady letter-writing campaign. Write a few each day. Here are some facts a good letter should cover: age, marital status, health, education, work history, and references.

    Be specific under the work history in regard to exact duties and level of responsibility of your most recent and most important jobs..

    Good letters can lead to good interviews

# SOME HELPFUL POINTS IN SELLING YOURSELF TO AN EMPLOYER

## THE PERSONAL INTERVIEW WITH AN EMPLOYER:

1. If an appointment has been made with an employer, arrive on time.
2. People or persons are never interested at first. You must interest them.
3. Keep in mind that you have something to give, not get. Have your services to sell and know what they are. Know how you can be of value to his firm.
4. State all facts and questions in such a manner that you get a (yes) answer. If you can get an employer to think in a positive (yes) manner he will tend to say yes to your request for a job.
5. Try to know what kind of an answer your question will bring. Think ahead a bit and have an answer ready to any possible objection about not employing you.
6. Never suggest anything negative about yourself. Do not dwell on your disability of what you cannot do--but on what you can do.
7. Do not start making conversation by saying, "You don't want any more help, do you?" or "I just happened to be going by and thought I would stop in." It would be more effective if you were to say, "I made a special trip down to see you because I would like to work here."
8. Watch the reaction of your words on the man you are talking to.
9. When you arrive for your interview: Ask for the person you are to see; be calm and self-possessed; remain outside a private office until you are asked to enter; show no impatience while you are waiting; be quiet while waiting; make no attempt to read private material; don't slouch.
10. Introduce yourself. (Present a card of introduction if you have one.) State briefly your reason for calling. Look at the person with whom you are talking.
11. Remain standing until you are asked to be seated. Do not lean on anything.
12. Sit comfortably--hold your hands in your lap--try to avoid signs of nervousness--act natural.
13. Leave your "wet fish" handshake at home. Your handshake reveals character.
14. Let the employer do most of the talking.
15. Do not attempt to argue or joke with the employer.
16. Smile now and then, whether you want to or not. It will not hurt.
17. Be sure the persons whose names you give for reference are willing to act in that capacity.
18. Respect the right of the employer to interview other applicants before making a decision.
19. If the employer offers you a job, then discuss with him the kind of work you are to do, hours you work, salary, other details which might influence you in accepting or refusing the position.
20. Whether you get the job or not, say "Thank you, Mr. ________", when you leave.
21. Have work experience and data, and references with you.
22. Write a thank you letter for the interview.

BEST COPY AVAILABLE

## SOME HELPFUL POINTS IN SELLING YOURSELF TO AN EMPLOYER (CONTINUED)

### YOUR PERSONAL APPEARANCE BEFORE THE INTERVIEW:

1. Be sure your appearance is as attractive as you can make it. (Be conservative, not flashy.)
2. Skin--clean and clear.
3. Teeth--carefully cared for.
4. Hair--neatly and becomingly dressed. (Long sideburns are not acceptable, goatees or other detracting conditions are in poor taste.)
5. Hands--nails clean.
6. Clothing--clean, free from spots, pressed and carefully repaired; cuffs, collars, hankerchiefs and shoes clean. Dress suitable for the work you are applying for.
7. Jewelry--nothing gaudy or showy--avoid advertising pins and those showing political or religious preference.
8. Be sure your breath is not foul, does not smell of liquor, garlic, etc.

** Before you start out, take a good look in the mirror and see what you think of the person you see there.

### THINGS TO REMEMBER THE FIRST DAY ON THE JOB:

1. Be ahead of time.
2. Listen to all instructions carefully.
3. Keep mental notes of everything you are told to do. (Write some down.)
4. Be friendly to all fellow employees.
5. Be careful not to monopolize fellow employees' duties.
6. Learn stock.
7. Watch fellow employees' methods of doing things.
8. Study everyone and everything.
9. Observe people's reactions to your methods of doing things.
10. Don't talk too much about yourself; be conservative, yet friendly.
11. Don't try to grasp everything at once; proceed slowly but thoroughly.
12. Be systematic in what you do.
13. Don't be too familiar with department heads.
14. Watch results of your work; look for opportunities to improve.
15. When you make a mistake, report it to the one in charge and learn how to do it right.
16. Watch personal appearance.
17. Don't watch the clock.
18. Learn the organization rules and regulations.
19. Be enthusiastic about your work.
20. Don't ask unnecessary questions; think for yourself.
21. Be patient.
22. Watch your language. Don't try to become popular by telling "questionable" stories or jokes.
23. At the end of the day, think over the things you learned to do well, check on the mistakes made, think of the schedule of work ahead next day.
24. Keep busy, be prompt after lunch, be alert, be cooperative.
25. Do not make suggestions for changing or improving a method of doing things until you have been there long enough to understand the reasoning behind the present method.

## F-9. Grooming for the Interview

# GROOMING FOR THE INTERVIEW

List some do's and don'ts under each of the following headings for grooming for the interview (for both boys and girls).

CLOTHING-

HAIR AND FACE-

HANDS-

SHOES-

HABITS THAT ANNOY-

## F-10. Jobs for Boys and Girls age 14 and 15

### JOBS FOR BOYS AGED 14 - 15

Delivery boys for grocery stores, markets, and dry cleaning stores.

Salesman, stock boys, wrappers, and packers in retail stores.

Door-to door selling and delivering newspapers, magazines and advertising circulars.

Clercial workers in business offices.

Lawn mowers, domestic helpers and baby sitters for families.

Caddies, attendants at amusement parks and theaters and pin setters on bowling alleys.

Gardeners, nursery workers and farm laborers (except on power machines).

Restaurant and soda fountain workers (but not where beer or liquor is served and not as car-hops).

Hotel workers and bath house attendants.

Orderlies in hospitals.

Assistants at recreation centers.

### JOBS FOR GIRLS AGED 14 - 15

Salesgirls, stock girls, wrappers, packers, and clerical workers in retail stores.

Domestic service workers, mother's helpers, and baby sitters in homes and day nurseries.

Clerical workers in business offices.

Hotel workers, bath house attendants.

Nurse's aids in hospitals.

Receiving clerks in dry cleaning stores.

Restaurant and soda fountain workers (but not where beer or liquor is served and not as car-hops.).

Library attendants.

Attendants at amusement parks and theaters.

Farm laborers.

Assistants at recreation centers.

## F-11. Mental Alertness Test and Answers

## CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
## JUDSON JUNIOR HIGH SCHOOL

STUDENT'S NAME______________________________ DATE______________

This test is one to determine how well, and how rapidly, you can follow directions. Read the directions below and do exactly as they tell you. Work as rapidly as you can.

Start by placing the figure "4" in space #1 which appears at the right of this column, and the figure "1" in space #2. Then in space #3 print the capital letter "b". In space #4, write the number of the middle answer space in this test. In space #5, place the figure "6" and leave space #6 blank. If the fifth word in the first line ends with "e", write the first letter of that word in space #7; if it does not, write the last letter of that word in space #7. Place an "x" in space #9 and place the figure "9" in space #8. In space #10, print the 12th letter of the alphabet.

If "x" comes after "y" in the alphabet, print the first letter of the alphabet in space #11; if not, leave the space blank. In space #12 and space #13, interchange space numbers asigned to each of these spaces. If "w" comes after "u", print the last letter of the alphabet in space #11; if not, leave space #11 blank.

If the answer to 1 times 0 is zero, write an "x" in space #15. In space #16, write the first vowel which is repeated in this sentence. In space #17, write the vowel most often used in this sentence. If 7 x 8 is greater than 9 x 6, write the smaller number in space #18. If the difference between 1 and 8 is not the same as the difference between 7 and 15, write "no" in space #19, and zero in space #14; if it is the same, write an "x" in space #19.

If there are less than 25 answer spaces in this test, write "x" in space #20; if not, write "x" in space #21 and "4" in space #20. If space #6 is blank, write "15 in it. If the answer in space #12 is the same as the answer in space #4, write the same answer in space #23; if it is not the same, write "7" in space #23.

In space #22, write the number of the second answer space in which a letter of the alphabet appears. If the last letter of the tenth word of the line above that is in between answer space 4 and answer space 5 (that is, the line of typing that is between them) is not "e", write "10" in space #24; if it is, leave the space blank. In space #25, print the next to the last letter of the second work that begins with "s" in the line opposite answer space #8.

SCORING: Average number right answers for 9th grade boys---11.2
Average number right answers for 9th grade girls---12.4

1__________
2__________
3__________
4__________
5__________
6__________
7__________
8__________
9__________
10__________
11__________
12__________
13__________
14__________
15__________
16__________
17__________
18__________
19__________
20__________
21__________
22__________
23__________
24__________
25

## F-12. Mental Reasoning Test

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## HOW SMART ARE YOU?

NAME________________________________ DATE____________________

1. You go to bed at eight o'clock in the evening and set the alarm to get up at nine in the morning. How many hours of sleep would this allow you?

2. Do they have a Fourth of July in England?

3. How many birthdays does the average man have?

4. Why can't a man living in Miami, Florida, be buried west of the Mississippi?

5. One month has 28 days. Of the remaining 11 months, how many have 30 days?

6. If you had only one match and entered a room where there was a lamp, an oil heater, and some kindling wood, which would you light first?

7. How far can a dog run into the woods?

8. A farmer had 17 sheep; all but 9 died. How many had he left?

9. How many animals of each species did Moses take along on the Ark?

10. A woman gave a beggar 50 cents. The woman is the beggar's sister, but the beggar is not the woman's brother. Why?

11. Is it legal in North Carolina for a man to marry his widow's sister?

12. How many men on a baseball team, and how many outs in each inning?

13. If a doctor gave you three pills and said to take one every half hour, how long would they last?

14. If you have two U.S. coins totaling 55 cents and one of the coins is not a nickel, what are the two coins?

15. Take 2 apples from 3 apples. What do you have?

16. Two men play 5 games of chess, and each wins 5 games. How come?

17. A man said he found a coin marked 46 B.C. Is he lying or telling the truth?

18. There is a house with four southern exposures; there is a bear running toward the house. What color is the bear?

## F-13. Test over Job Interviews

## YOUR JOB INTERVIEW

L. The things an interviewer looks for - briefly explain:

ability

attitude

personality

promotability

2. A resume should contain the following two things:

1.

2.

3. Three things to do before going to the interview are:

1.

2.

3.

4. Saying to the interviewer "I'm willing to do anything--," really means:

5. Three things to do at the interview are:

1.

2.

3.

6. Five "don'ts" at an interview are:

1.

2.

3.

4.

5.

## F-14. Fifty Ways to Avoid Being Hired

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## FIFTY WAYS TO AVOID BEING HIRED

1. Poor personal appearance.
2. Overbearing, overaggressive, conceited, superiority complext, "know-it-all".
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence and poise, nervousness, ill at ease.
7. Failure to participate in activities.
8. Overemphasis on money--interested only in best dollar offer.
9. Poor scholastic record--just got by.
10. Unwilling to start at the bottom--expects too much too soon.
11. Makes excuses, evasiveness, hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy--ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislikes for schoolwork.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant, strong prejudices.
38. Narrow interests.
39. Spends too much time at motion pictures.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High-pressure type.
50. Indefinite response to questions.

## F-15. Ten Easy Lessons in Conversation

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL

## "TEN EASY LESSONS" IN CONVERSATION

Name________________________________ Date________________________________

It is all very well to say you should be able to converse with others with ease. But such a statement is certain to bring the question "How?" The following will tell you how; after that, you need only practice.

1. You must like people.

2. Don't talk too fast.

3. Learn to listen.

4. Avoid flat negatives.

5. Don't be backward.

6. Don't hold center stage too long.

7. Watch your eye contact.

8. Keep your statements positive.

9. Make yourself talk.

10. Avoid laying down the law.

## F-16. Letter to Teenage Job Seeker

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Road, S. E.
Salem, Oregon 97302

## LETTER TO TEENAGE JOB-SEEKER

DEAR TEENAGER: Today you asked my for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? No experience; neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. ATTITUDE. He wanted that job bad enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Teenager, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some stone-age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better turn to our wave length.

Ever hear of "empathy"? It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl. "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

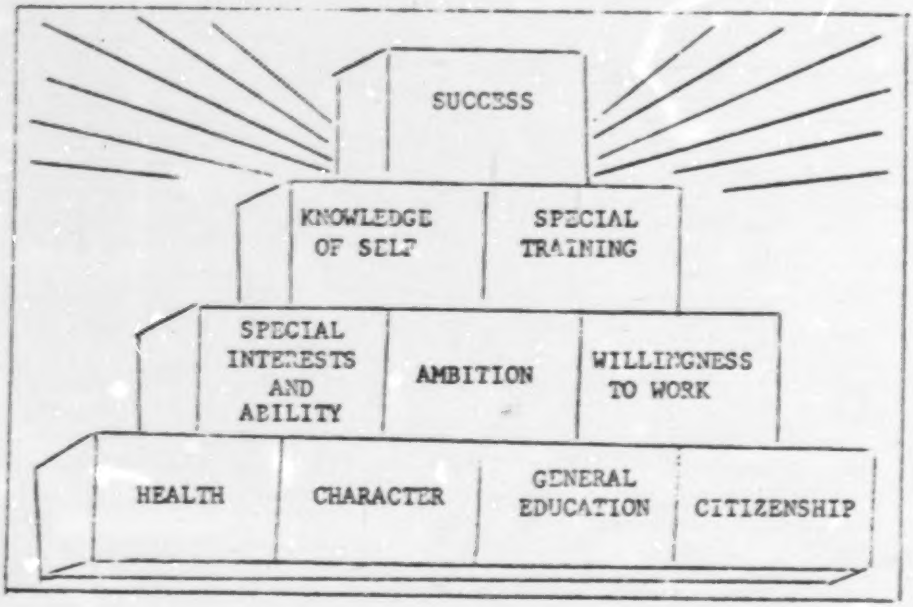
Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce".

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

## F-17. Foundation of a Successful Future

CAREER EDUCATION PROGRAM - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL


SUCCESS
KNOWLEDGE OF SELF
SPECIAL TRAINING
SPECIAL INTERESTS AND ABILITY
AMBITION
WILLINGNESS TO WORK
HEALTH
CHARACTER
GENERAL EDUCATION
CITIZENSHIP

THE FOUNDATION OF A SUCCESSFUL FUTURE

As the first block of your foundation you must have health. Without health no one can be entirely successful.

The second block is character. Develop your character.

Your general education is the third block of your foundation. Keep your educational record clear.

The fourth block is citizenship. Are you a good citizen?

Next come your special interests and abilities. Are you finding and developing them?

Ambition is the spark plug of the human engine--the force that makes things happen. Do you need a new spark plug?

You may have special abilities and ambitions, but are you willing to work hard to succeed? There is no short cut to success.

You should know yourself better than anyone else knows you. Get acquainted with yourself.

The bigger the job the more training required. Are you planning to get that training?

On top of this base you can place the stone of success, confident that your foundation is well laid. Examine your foundation, and never for one moment believe anyone who may try to tell you that you cannot achieve success in this country today.

## F-18. Classroom Evaluation

## CAREER EDUCATION PROGRAM

## CLASSROOM EVALUATION

On each of the units covered this semester, what was good about it and what do you think should be changed, left, or added.

1. SELF-UNDERSTANDING (Kudar Interest Inventory, Waetjen and other tests)

2. SCHOOL PLANNING (scheduling for high school)

3. ECONOMICS (stock market, check writing, budgeting)

4. STUDY OF DICTIONARY OF OCCUPATIONAL TITLES

5. IN-DEPTH STUDIES

6. LIFE CAREER GAME

7. HOW TO LOOK FOR A JOB - INTERVIEW - HOW TO KEEP A JOB

ADDITIONAL COMMENTS:

# Resource Materials

WORLD OF WORK - E.S.E.A. TITLE III
JUDSON JUNIOR HIGH SCHOOL
4512 Jones Rd., S. E.
Salem, Oregon 97302

## CAREER EDUCATION PROGRAM - RESOURCE MATERIALS

### REFERENCE BOOKS:

Career Opportunities by New York Life Insurance Company
Jobs in Your Future by Miriam Lee
Occupational Guidance, Unit 1-5 by Finney
Introduction to Vocations by Beam & Clary
Finding Your Orbit by Haldeman, Hoffman, Moore, Thomas
Dictionary of Occupational Titles - Volumes I & II U.S. Dept. of Labor
A Supplement to the Dictionary of Occupational Titles U.S. Dept. of Labor
Occupational Outlook Handbook 1968-69 Edition U.S. Dept. of Labor
Series (18): What Job for Me McGraw-Hill Book Company
Technical & Vocation Training Opportunities in Oregon Oregon Board of Education
Lovejoy's Career & Vocational School Guide by Clarence E. Lovejoy
World of Work: Readings in Interpersonal Relationships McGraw-Hill Book Co.
SRA Kit - Occupational Handbooks
Architectural Catalog File - 1966
Guidance Booklets - Staff Manual & Curriculum Guides

| | |
|---|---|
| Success & You )<br>Life & You )<br>Work & You )<br>The Future & You ) | Palmer Publications, Inc.<br>3207 Highland Dr.<br>Easton, Pa. 18042 |

### FILMSTRIPS:

| | | |
|---|---|---|
| Guidance Associates<br>Harcourt, Brace & World<br>Pleasantville, N.Y. 10570 | Series: | "Your Job Interview"<br>"Preparing for Jobs in the 70's"<br>"Getting & Keeping Your First Job" |
| McGraw-Hill Book Co., Text-Film Div.<br>330 W. 42nd St.<br>New York, N. Y. 10036 | Series: | "T.V. Repairman"<br>"Gas Station Attendant"<br>"Hospital Workers"<br>"Vending Mach. Routeman"<br>"Hairdresser"<br>"Office Workers" |
| Sterling Movies, U.S.A., Inc.<br>Central Booking Exchange<br>43 West 61st St.<br>New York, N. Y. 10023 | | "Adventure in Civil Engineering" |
| Society for Visual Education, Inc.<br>1345 Diversey Parkway<br>Chicago, Ill. 60614 | Series: | "Who Are You?"<br>"What Do You Like to Do?"<br>"What is a Job?"<br>"What are Job Families?"<br>"What Good is School?" |

## CAREER EDUCATION PROGRAM - RESOURCE MATERIALS (Continued)

ACADEMIC GAMES:

| | |
|---|---|
| Western Publishing Co., Inc., School & Library Dept.<br>150 Parish Dr.<br>Wayne, New Jersey 07470 | "Democracy"<br>"Life Career" |
| Academic Games Assoc., Inc.<br>3505 N. Charles St.<br>Baltimore, Md. 21218 | "Trade & Develop" |

WORLD OF WORK - E.S.E.A. TITLE III
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Salem, Oregon 97302

## CAREER EDUCATION PROGRAM - RESOURCE MATERIALS

### FILMS:

The following films have been used. They are on occupations and subjects related to the course. Those suitable for a specific unit are so indicated.

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|---|---|
| Ford Motor Company<br>Film Library<br>The American Road<br>Dearborn, Michigan 48121 | "Dynamic Diagnosis"<br>"Auto Mechanic & Technician"<br>"A Car is Born"<br>"Listen, Listen"<br>"No Margin for Error" |
| Sterling Movies, U.S.A., Inc.<br>Central Booking Exchange<br>43 West 61st St.<br>New York, N.Y. 10023 | "Tommy Looks at Careers--Chemistry"<br>"Good Hand--Good Eye" |
| Oregon Medical Association<br>2164 Southwest Park Place<br>Portland, Oregon 97205 | "Horizons Unlimited" |
| United States Steel Corp.<br>San Francisco Film Distribution Center<br>120 Montgomery St.<br>San Francisco, California 94106 | "According to Webester"<br>"Unisphere: Biggest World on Earth"<br>"Modern Steel Making" |
| Bureau of Labor, Apprentice Division<br>115 Labor & Industries Building<br>Salem, Oregon 97310 | "Bridge to Skills"<br>"Skills to Progress" |
| Oregon State Local Employment Office<br>675 Union, N. E.<br>Salem, Oregon | "How to Apply for a Job" |
| Restaurants of Oregon Assoc.<br>1228 S.W. Morrison St.<br>Portland, Oregon 97205 | "Where Do We Go From Here?" |
| Modern Talking Pictures Service<br>c/o Photo Sound Company<br>1205 North 45th St.<br>Seattle, Washington | "Good Looks Here and Now" (Grooming) Unit 8<br>"Dialogue with a Young Man" (Selling)<br>"The Carmakers" (Auto Repair)<br>"Light Turns It On" (Interior Decorating)<br>"The Noble Breed" (Firemen)<br>"The Thin Blue Line" (Policemen)<br>"Anatomy of a Road" (Highway Construction)<br>"Lifetime on Wheels" (Trucking Industry)<br>"Your Career in Agriculture"<br>"Three-Ten From Texas" (Laying Pipeline)<br>"Conquering the Sea" (Underseas Research)<br>"Mars and Beyond" (Space Travel) |

FILMS (Continued)

Unit 4 "Market in Motion" (Stock Investment)
Unit 4 "What Makes Us Tick" (Stock Investment)
Unit 4 "Working Dollars" (Credit)
Unit 4 "Main Street, U.S.A." (Economics)
Unit 4 "Mission U.S.A." (Economics)
Unit 4 "Credit"
Unit 4 "Impulse '90" (Credit Card Buying)
"You Be the Doctor" (Osteopathy)
"Horizons Unlimited" (Medicine and Allied F
"A Story With No End" (Medical Research)
"Anatomy of a Road" (Highway Engineer)
"Thinking of You" (Greeting Card Industry)
"That the People Shall Know" (Journalism)
"The Common Denominator" (Use of Hand Tools)
"Precision Tool Making & Machining" (Tool and Die Making)
"Paint Science and Technology" (Painters)
"Centuries of Integrity" (Manufacturing Pipe and Fittings)
"Auto Mechanic: 'It's for You'" (Mechanic)
"Occupation--Auto Mechanic" (Mechanic)
"The Strongest Link" (Trucking)
"The Challenge of Racing" (Racing Machines)
"Formula Vee--Such Stuff as Dreams Are Made (Auto Racing)
"A Trip from Chicago" (Future Transportation
"At Home 2001" (Future Homes)